

# RECREATION

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**Katchina Dolls**  
By Marguerite Ickis

**A Polar Christmas Party**  
By Leah Sewell

**The Mountain Comes to Mohomet**  
By J. E. Hoffmann

**Leisure Time and Physical Education**  
By James P. Iams

**More About Recreation for Men in Uniform**

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# RECREATION

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## The Days of the Years

WE STILL HAVE elections and will continue to have them because we are the the people of the United States. We are citizens.

We still have Thanksgiving Day—in fact two of them. We are still free. Though we are heavy-hearted for our world, we as a people increasingly work to give security and the possibility of the pursuit of happiness for all, because the nations of the world cannot long continue half slave, half free.

We plan to celebrate Christmas, to celebrate the birth of Jesus, to observe the birthday that gave us the Sermon on the Mount, that made real the ideal of the brotherhood of man, that made it easier to work for happiness and strength for all, that gave real foundations for the recreation movement.

We look forward to February 12th and the birthday of Abraham Lincoln. We pray God that as a nation we may have done and be doing our part so that we be not ashamed to pause and stand in reverence on that day as we think of one who thought in terms of all people everywhere, who saw clearly the good and the evil in the lives of men but believed that good could be made in the end to triumph.

We think of February 22nd to come, of the birthday of George Washington, of one who dared to believe that many geographical groups, many groups of varied interests still could be one, still could live together in peace, still could work together, seek and perchance find happiness together. We are mindful that the fight for independence was also a fight for unity, a leadership for working together that in those times required as great a faith as to believe today that the divided and quarreling groups of the entire world can in part be led, in part be made to live together, to work together under plans that give a considerable measure of justice for all, that give a considerable security for the pursuit of happiness for all.

We the people — the citizens of no mean state — observe these holy days, these holidays, because our country is founded on religion, on education, on recreation, on labor; because the faith, the courage, the dedication which gave meaning to these holy days, is still ours.

We in the recreation movement strive to make these days in our neighborhoods not only holidays and happy days but also holy days.

*Howard Braceher*

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NOVEMBER, 1941

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# November



*Courtesy Houston, Texas, Department of Recreation*

The 1940 Tree of Light, Houston's twenty-second annual Community Christmas Tree, was built around one of the flag poles in front of the new City Hall. The tree has been variously located—at the Public Library, on a downtown street corner, at the Recreation Department's playhouse, and for the past two years at the new City

Hall. The programs have included, in addition to the formal presentation of the tree to the city by the debutantes, tableaux, carol singing, choruses, and pageants. This year the Community Players sponsored by the Department of Recreation will present a full length play at the Music Hall as a part of the 1941 Tree of Light Christmas program.

# Christmas in the Community

By A. D. ZANZIG

THE CELEBRATION of Christmas, better than almost any other endeavor, can be an affair for community planning in which almost all the agencies of community life can work together through their representatives. Even though each school, church, club or other organization has a celebration of its own and does not join with the others in a single event for all of them together, there may well be organization of the whole community for cooperation in making the most of its resources for Christmas in its various centers.

As an example of this kind of endeavor, we present an account of what was done in the town of Bethlehem, New York, in 1939.\*

## A Decentralized Community Program

The Bethlehem Central School community, under the direction of local teachers, planned and staged a Christmas celebration that coordinated all the town's Christmas activities. They attempted to avoid duplication of effort, and to make it possible for children to help make Christmas in the home and community, not just receive it. It was so successful that other communities might well consider it as a possibility when they are planning their holiday celebration.

As far back as May, the teachers held a meeting to discuss this project. A steering committee was selected and a list of objectives drawn up. It was decided that the School Exhibit entitled "Little Town of Bethlehem" should be the high point of this celebration. This exhibit should relate to Christmas all school activities such as social studies, literature, art, music, and recreation. The topics were divided into ten units and assigned to teachers.

After the teachers had done some research, another meeting was held which was attended by community organizations such as the Parent-Teachers Association, churches, Scouts, theater

"Eight things are always associated with Christmas. First and foremost is its religious significance. The other seven are: hanging the mistletoe, burning the Yule log, the Christmas tree, the Christmas carol, the greeting card, the Christmas stocking, and Santa Claus himself! Since that was written a quarter of a century ago the world has been in a whirlpool of change, but these eight symbols remain unchanged." — Horace J. Gardner in *Let's Celebrate Christmas*.

groups, the Choral Society, Red Cross, and others. Everyone pooled their ideas, and plans for the school exhibit and other local activities were made. It was decided to have a tentative calendar of events so everybody would be aware of all the activities in his school area. All Christmas donations of food, clothing, and toys were received at one central place and were distributed systematically.

The decorations of homes, churches, schools, and public buildings were planned and executed by one group. A High School window was painted and made into a Cathedral stained glass window. High School students and church choirs combined for community singing. The Scouts, Camp Fire Girls, and other organizations contributed to the school exhibit. A publicity committee was appointed to handle all publicity related to the celebration and to present it to the various newspapers.

Thus by the cooperation of all the organizations in the Central School District, Bethlehem was able to have a fine Christmas celebration that avoided the usual conflicts and duplication of effort.

## Tentative Calendar

Nov. 13—"Christmas Doorways." Slingerlands Garden Group. Assistance was given in making wreaths and other decorations.

Nov. 18—"Christmas Wreaths and Mantel Pieces." Delmar Garden Group. Assistance was given in making wreaths and other decorations.

Dec. 5—Christmas gifts for Kentucky people. Junior Department, First Methodist Church.

Dec. 7—"Mary's Meditation" Christmas Service in Chapel, Methodist Women's Association.

Dec. 8—"Hans Brinker." Little Theater Committee. Bethlehem Central High School. Afternoon.

Dec. 12—D.A.R. Yuletide Party. First Methodist Church. Afternoon.  
Candle Light Service. First Methodist Church Chapel.

Dec. 13—Christmas Play. Bethlehem Center School. Annual Christmas Concert.

Dec. 15—"O, Little Town of Bethlehem." Bethlehem Central District Exhibit, Central High School.

Dec. 16—Community Carol Singing. Central High School.

\* Taken from *Community Organization News* for November 4, 1940, issued by the Department of Rural Sociology at Cornell University, Ithaca, N. Y.

Dec. 17—Sunday Morning Worship Service, Cantata and Tableau "Bethlehem." First Methodist Church. Morning.  
 Other Church services.  
 White Gift Service, "Golden Gifts," Reformed Church, Afternoon.  
 Play "Dust of the Road," Senior High School Department. First Methodist Church.

Dec. 18—Christmas Supper Meeting. Men's Association. First Methodist Church.

Dec. 19—Union College Glee Club Concert. Central High School.  
 Christmas Oratorio "Hora Novissima," Albany Oratorio Society. St. Paul's Episcopal Church.

Dec. 20—Free Moving Picture. Delmar Theater.  
 Combined party of Nursery and Kindergarten and their mothers. Methodist Church. Afternoon.  
 "Christmas Literature," Books and Conversation Group of Methodist Church.

Dec. 21—Family Christmas Party. Reformed Church.

Dec. 24—Morning Church Services.

Dec. 31—"New Year's Eve." An hour to meet old friends and greet the New Year.

NOTE: Nonperishable food, used toys and clothing may be left at Delmar Theater December 18-23. Bethlehem Welfare Council in charge of distribution.

It can easily be seen how this program might in a larger community include many other groups and events, including caroling by employees or visiting groups in the larger stores and industrial plants, and celebrations by various nationality groups. There is special value, however, in a joining together of people of all groups in an all-community endeavor. Even in the Bethlehem plan just given, there was invitation to carol singing by the whole community at the high school one evening.

#### A Centralizing Factor, the Christmas Tree

A Community Christmas Tree is often the chief centralizing factor. Carefully chosen, set up in a central and significant place out of doors and equipped with appropriate electric lights, the moment of its lighting, about a week before Christmas, is itself made a festive event.

Houston's Tree of Light, as it is called, is dedicated with impressive ceremonies before the City Hall. Through the use of floodlights on the various elevations of that building, the pageant of the Christmas story is given an unbroken performance. The combined choruses of the city's Recreation Department, which sponsors the entire event, and of the Y.W.C.A., sing distinctive carols and also well-known ones in which the whole as-

semblage joins. The singers approach the tree in procession followed by groups of lantern-bearing children from the city's playgrounds, the Girl Scouts, Boy Scouts, Girl Reserves and the Settlement Association, who then stand as a guard of honor around the Nativity. The tree towers fifty feet in the air and is covered with a thousand twinkling red, blue, orange, green and yellow lights. At the top, the great star has more than fifty white lights.

Fort Worth, Texas, has a municipal Tree and Candle Lighting Ceremony each year. As the time for it draws near, forty-nine religious, cultural, civic, educational and other organizations cooperate in the planning and each selects a representative for the pageant. A large triangular candelabrum of fifty electric candles becomes a symbol of community loyalty and good-will. While the multi-colored lights on the giant Christmas tree in the background are being reflected in the eyes of thousands of the city's people, the lighting of these candles begins. As the representative of each organization is introduced, he turns the switch which lights his candle and then gives a half-minute Christmas greeting from his organization. Then the Mayor lights the center candle which towers above the others, and brings a message from the city of Fort Worth. A program of choral music and pantomime follows in which Santa Claus as well as the Christmas story is represented.

In some cities a different chorus or band or brass ensemble sings or plays carols every day at the Community Christmas Tree during the home-going hour of workers. The lighted evergreen tree comes to be known then as the "Singing Tree." This music is amplified and broadcast so all may hear. These musical contributions can bring many different organizations into happy co-operation.

In some cities there is much encouragement for the citizens to have lighted Christmas trees in front of their houses. Better still, where there are living evergreens in the community area, some of these are lighted.

In Lynchburg, Virginia, all the playgrounds have special trees or shrubs in which food is placed for the feathered friends of the children. At each of the indoor recreation centers there is also a tree, and parties are held. Many a child makes and places on the tree a gift for some other

This material has been taken from a bulletin of Christmas suggestions for home, school, church, recreation center, club and community, which was prepared by Mr. Zanzig for the University of Texas. It is being used here by permission of the University.

child, and one for his parents. The size of the tree and the number of lights are of comparatively little or no consequence. Certainly the lighting and other decoration should not go beyond the simplicity and spontaneous cheer of the Christmas spirit. The meaning of the tree is the essential thing, its ever-fresh green a symbol of the everlasting youth of life, appealing to us as does the light and wonder in children's eyes as they look upon it at the dawn of Christmas. A little tree humbly decorated may be fuller of this meaning than a large one. Surely the meaning to us of any Christmas tree is never so full as when gathered around it, we are singing carols. Indeed, its meaning begs for singing to bring itself fully home to us.

### The Choral Festival

The singing of Handel's "Messiah" by a community chorus may become almost as commonly desired a Christmas expression as is the singing of carols, so appropriate is it as a Christmas expression of the whole community. When the fifty-six year old Handel first saw the words of this oratorio, his fortunes were at their lowest ebb. He had withdrawn entirely from public life, and his

erstwhile enthusiastic patrons and followers in London believed him finished. The "libretto," as he called it, was presented to him in the latter part of August, 1741. Seven days later he had composed all the music for the first part of the work, nine days thereafter the second part was completed, and the third required only six days more. Then in two days he filled in the orchestral parts. The music for the whole oratorio was written in twenty-four days, "the greatest feat," says a biographer, "in the whole history of musical composition!"

Here was a great man supremely inspired by the prophecy and fulfillment of Christmas. His creating was as though he were in a superb dream. He was unconscious of the world and of time. He did not leave his house. His man-servant brought him food and often upon returning to him later, found the food untouched and the master staring into vacancy. Upon completion of the *Hallelujah Chorus*, his servant found him at the table, tears streaming from his eyes, and exclaiming, "I did think I did see all Heaven before me, and the great God Himself!"

The church choirs are likely to be very busy



Courtesy Caspian, Michigan, Community Center

preparing music for Christmas services in their respective churches, and it is important that each church make its own complete musical gift to the Child for its own worshippers. But it can be a superb experience for singers and listeners, and a great and lasting benefit in community spirit, when all the choirs or a fully representative number of them join in a good performance of the "Messiah" or of some other fine, suitable choral program. It can be greatly worth while for the individual churches to forego for the sake of this community goal some of the special music they have expected of their choirs in their own Christmas services.

This idea is all the more reasonable when we realize how ready every congregation is to sing at those services. Why not give the *congregation* still fuller opportunity then, and relieve the choir of its unusual efforts at pretentious anthems, asking only that it help well in the singing of carols? Besides singing one or two less familiar ones or some other old simple Christmas music alone, the choir might sing some of the more familiar ones antiphonally with the congregation, give a beautifully enlivening descant to the latter's singing of one or more of the carols, and in other ways make this in full truth a service of joyous and reverent worship by the whole congregation. Thus the choir would have time to join in the *community* service of joy and beauty that the singing of the "Messiah" can be. If adequate enough, it could include in its own church service the singing of a chorus from that work.

The community chorus should, however, include interested secular singing groups, if there are any, as well as the choirs, and also any chorally unattached individuals who can and want to join. The whole enterprise might be sponsored by a local newspaper, in each of whose daily issues during a certain period a registration blank might be printed to be filled out by the reader wishing to enter the chorus. The announcement might include also the name and rehearsal place of each choir or district group (if the choirs or other groups are to rehearse separately) and there could be a personnel committee to help determine into which group any new applicant would be most helpfully and conveniently placed.

A miscellaneous program of Christmas choral music can also be very enjoyable and inspiring.

Groups planning community Christmas celebrations may wish to know that there are available from the National Recreation Association song sheets containing the words of ten favorite Christmas carols. These may be secured at \$.80 per hundred. A bulletin containing the stories of nine of these carols is also available at 15 cents.

So many beautiful and substantial arrangements have been made of carols, and excellent original music written also. There is music for the community orchestra also, including such works of child-like imagination as

the Hansel and Gretel Overture and the Saint-Saens "Carnival of Animals" as well as more directly related works like Corelli's beautiful Christmas Concerto.

#### The Carol Festival

Whether the chorus be a large one representative of the whole community, or a smaller one—perhaps the high school or college *a capella* choir—a choral concert of carols can be a most happy affair, held in a concert hall, church auditorium or out-of-doors at the Christmas tree. If indoors, some of the features of a procession and a candle-lighting ceremony might be added.

A procession with lighted candles protected from wind can add much to the outdoor festival also. The audience should have opportunity to sing also, now and then in the program, and this opportunity or preparation for it should extend back into weeks or a month before the concert, so that in schools, clubs and all other places or groups where singing is appropriate the same carols will be learned. The community Christmas Committee might include this preparation in its planning, making ready also to provide good song leaders where they are needed for the purpose. In some cities the newspapers and a radio station have cooperated in what has been called a "Learn-a-Carol-a-Day" project. We suggest that one or two old carols very new to many present-day people be included each year.

#### Caroling and the Story of the Inn

In the gathering dusk of Christmas Eve, the feelings of wonder, suspense and joyous good will are brought most happily to each family when a roaming group of carolers pauses to sing before its candle-lighted windows. It is pleasant to know, in relation to this custom that has become more and more general in the United States, a Mexican tradition in keeping with which, as neighbors call at one another's houses in a Christmas visit, they come with warm memory of the coming of Mary and Joseph to the inn at Bethlehem; and as each family is visited, its members are eager to make

room and good cheer at their "inn" for these friendly visitors.

There is also the well-nigh universal legend that on every Christmas Eve the Christ Child "wanders up and down, in country land or crowded town" to see whether people are willing to let Him in. Those who really want to invite Him set a lighted candle in the window of their home to guide Him on His way. He may come in the guise of a hungry person or lonely one or one who needs help of some other kind, and those who serve this needy person serve Him also. Remembering this, the people in charge of planning for caroling in some cities have let it be known that wherever a lighted candle is placed in a window, not only are the carolers and their singing welcome, but they are also to receive a gift in money or goods to be given for the enjoyment or other benefit of the children of the poor. For example, the caroling groups from a music school settlement in Cleveland received money to be used to make good music instruction available to more children whose families were unable to pay even the very moderate rates of that school. But most carolers have in mind only the wish to bring in song wherever they go the Christmas spirit.

Usually a plan is made by a central committee for enabling the caroling groups together to distribute their services throughout the community. This committee is representative of schools, churches and Sunday Schools, recreation centers and all other agencies that are or might be interested in helping. Carolers will doubtless be welcome at hospitals, orphanages, homes for old people, and even the jail, as well as hotels, railroad stations, stores and private homes.

The Centralia, Illinois, Recreation Department found still another way to spread the Christmas spirit when one of its girls' clubs decided to say a Merry Christmas to those who are unfortunate enough to be traveling by train on Christmas Day and cannot be in their homes. The girls, neatly dressed in fresh Christmas colors, each carrying a basket of evergreen

sprigs, boarded the train and gave each passenger a "spirit sprig," a smile and a cheery greeting. A pin was given also with each sprig. A carol might have been sung as the children boarded or left the train. On the next day telephone calls from the central Chicago offices of the Illinois Central Railroad began to come to southern Illinois. "Where did those sprigs come from?" was the query. Travelers had written or telephoned to the railroad officials to tell of their appreciation. Later came a letter from the president of the company congratulating the girls.

The carolers are usually drawn from the schools, churches, recreation centers and boys' and girls' clubs. Christmas Eve, between four and six or early after the dinner hour, is an ideal time for the caroling, though Christmas morning is very appropriate also. People throughout the community should know of the plan and of the meaning and loveliness of lighted candles in their windows. They might like to know also how to make wreaths and other special decorations for their windows, doors, dining tables and mantel-pieces. The book, *1001 Christmas Facts and Fancies*, by Alfred Carl Hottes, published by A. T. De La Mare Company, 448 West 37th Street, New York City, at \$2.50, contains excellent pictures, diagrams and directions for all these, as well as much other information helpful in making the Christmas observance more meaningful. In Bethlehem, New York, it will be remembered, direct instruction was offered in making Christmas decorations.

It is best for the caroling group to go afoot, perhaps carrying lighted lanterns which can be home-made. If the carolers must ride, as they should if the area to be traversed is large, the ideal conveyance (if the weather has been in keeping) is a large sleigh drawn by horses with sleigh bells. But even an automobile truck can be decorated with greens and perhaps with a lighted Christmas tree to make it a worthy bearer of the season's joy and beauty, and the ringing of sleigh bells may accompany its leisurely progress. The carolers

**BLACKOUT**  
**THE SHADOW!**

CLOSE to all of us is the threatening spectre of tuberculosis. No respecter of persons, it lurks in every corner, may strike at any moment. More people between 15 and 45 die from tuberculosis than from any other disease.

Yet tuberculosis can be driven from the face of the earth. Since 1907 your Local Tuberculosis Association has helped reduce the toll of tuberculosis by 75%!

By buying Christmas Seals you will help us complete the job—and make this a safer world for yourself and your loved ones.

**Buy**  
**CHRISTMAS**  
**SEALS**

themselves may well be "decorated" with red capes and caps or the like.

Each group should have a leader able to give a proper starting pitch for each carol, to ensure a good tempo and rhythm, and to keep up the proper spirit in the carolers. It might be of much help if someone capable of playing it would bring along a violin, guitar, accordion, cornet or more appropriately a flute, clarinet, recorder, shepherd pipe, flagolet or ocarina. Remembering the importance of singing carols well, the group should rehearse the carols several times before Christmas Eve. "Here We Come A-Wassailing" is an especially appropriate carol. It and some of the countless other delightful carols, such as have been mentioned herein, that are seldom or never played through the radio, are very welcome indeed. But the very familiar ones must not be neglected. Descants are effective even in a small group and out-of-doors. It is better, of course, to learn a few carols very well beforehand, by heart if feasible than to sing many but none of them very well. A local newspaper might be able and willing to provide carol booklets for all the singers.

If the town or city has a community Christmas tree, the singers might all gather around it after their rounds have been made, and after a final song together, have the heightened social pleasure and refreshment of sandwiches and hot chocolate or the like. Then to their homes to spend the rest of Christmas Eve or Morn with their own families.

#### The Folk Festival

In many communities are to be found persons whose family origins in other countries are still fresh or easily awakened sources of cherished Christmas songs and customs of the people of those countries. Texas is especially rich in such human wealth of its citizens of Czech, French, German, Italian, Mexican, Negro, Swedish and other Scandinavian cultures as well as those of the prevailing Anglo-Celtic ones. What are the Christmas customs and songs of each of these peoples? Let the local numbers of them look happily into their backgrounds and answer this question not only in words but also in a festival of their customs and songs.

For reminders and encouragement in this, they or the instigators of the idea of a festival might refer to the Hottes book mentioned above, to a 25-cent bulletin issued by the Common Council for American Unity, 222 Fourth Avenue, New York, entitled *Old World Christmas Customs*, and to

Dorothy Gladys Spicer's *Folk Festivals and the Foreign Community*, published by the Womans Press, 600 Lexington Avenue, New York. \$50. In the latter book is a festival program of Christmas songs and customs entitled "Following the Star." Another such festival program especially suitable where time, space and funds are more narrowly limited, also compiled by Dorothy Gladys Spicer for the same publisher at 35 cents, is entitled *Yuletide Wakes, Yuletide Breaks*, and it is comprised of customs and songs of Czechoslovakia, Italy, Sweden, Greece, Armenia, Mexico, Poland and Russia. In such a festival also the audience should have opportunity to sing now and then. Ideally, they would have opportunity to learn or hear a number of times a carol of each represented nationality in the week or weeks before the festival and, at least, to sing these at the festival.

The gay and often lovely customs and carols of Merrie England are always warmly welcome and most generally felt to be our own, as the others can well be. And there will always be in our most common modes of celebrating Christmas some aspects or qualities that are distinctively American. For example, the ruddy, rotund and jolly Santa Claus who comes to our children at Christmas time is an American transformation of the very kindly but pale and ascetic bishop, St. Nicholas, who brought gifts to good children on December 6th in most of Western Europe, and who was brought to this country by Dutch tradition in the days when New York was New Amsterdam. Reborn, this Santa Claus has been winning allegiance of children in some other countries.

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"Perhaps the first of all the Christmas carols was that sung in the heavens by the angels, 'Glory to God in the highest, and on earth peace, good will toward men'—the 'Gloria in Excelsis.'

"We are not sure why many of our Christmas songs are called carols, but it is pleasant to think of the word as coming from the Latin which meant 'to dance in a ring,' and it very true that some of our first songs of this sort were accompanied by exceeding happiness, attendant upon dancing. Others like to think of the word 'carol' as having the same derivation as the word 'chorus.' Some say 'carols are the layman's most beautiful contribution to his religion.' Most of the oldest carols have no known history and are merely the spontaneous outbursts of some forgotten man's joyousness."—From *1001 Christmas Facts and Fancies*.



*By LEAH SEWELL*

IT IS HIGH TIME to be thinking of Christmas festivities, even though there are still one or two intervening holidays. If you can let your fancy float from its everyday moorings for a while, we have an idea for what, it seems to us, would be a gay and novel party with which to usher in the Christmas season. If it appeals to you, you will doubtless have additions and variations of your own to introduce to suit your particular environment. It would be appropriate for a club social evening, or for a bazaar or fair of considerable proportions.

The setting for the party is the North Pole. Mr. and Mrs. Santa Claus have just moved into a new home. The demands upon them have increased so much that they have outgrown their old iceberg. They are in the midst of their Christmas rush, but in spite of this they have decided to give a housewarming.

#### Invitations and Posters

If you can get into this mood of fantasy, as children enter wholeheartedly into the milieu of a fairy tale, you are ready to start on the

invitations. These are in the shape of polar bears, or of the other animals pictured in the illustration on page 487. You can make them of construction paper, folded, tracing the illustration, and leaving about an inch and a half on one side uncut. Some of the bears can be of white paper, lettered in deep sky blue, and some of blue lettered in white. On the outside is printed: "Polar Messenger Service." Inside, the legend runs like this:

"Mr. and Mrs. Santa Claus, at home, December the . . . . ., 1941, Christmas Cove, North Pole. Guests will assemble at . . . . ., and transportation to the Pole will be provided."

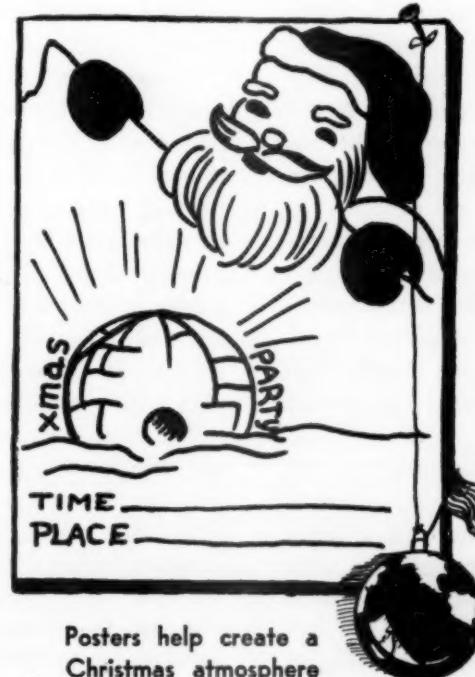
Posters should appear shortly after the invitations are out, to keep the date in mind, and to stimulate expectancy and create suspense.

POLAR CHRISTMAS PARTY  
MR. AND MRS. SANTA CLAUS

AT HOME

DECEMBER . . . . .

The posters are sky blue and white, and they may, if you wish, have a few stars dotted here and there to suggest the Arctic night. Or they may be just as pictured in the illustration, (blue and white, with trimmings of



Posters help create a  
Christmas atmosphere

Christmas greens, may be the color scheme for the whole party.) A mobile Christmas ball hangs from a bright ribbon suspended from a peg stuck into the poster. On the ball is drawn a map of the world, and near the Pole is a little blue flag to indicate the new Santa Claus residence.

### Lighting and Decorations

The room where the party takes place should be very dimly lighted. At the far end, on a raised platform, if one is available, is the Santa Claus living room. By the decorations around the platform you recognize at once that the location is an iceberg.

Against the wall, behind the platform, hangs a lightly tinted blue curtain made of some inexpensive fabric or dyed muslin, and upon this you can have a play of colored lights representing the aurora borealis. This may be contrived with a few spotlights and colored gelatin papers, or by strong bulbs with improvised reflectors, each bulb shining through colored fabric or paper.

### The Booths

Have the booths, in the likeness of igloos, placed on each side of the room near the Santa Claus home, for the Eskimos are their only near neighbors. (See illustration.) The low part of the igloo is the doorway, and it also serves as shelter for the Eskimo dogs. It will probably be better to have that side towards the windows and let the taller end be the open side, for the display. In every group there is sure to be at least one person with constructive skill, so you will probably have no difficulty in having the igloos put up. Chicken wire and barrel staves could be used to get the rounded appearance, and cotton batting sprinkled with sparkle flakes will be effective for snow. Whale oil lamps might be simulated for lighting them inside. Outside each igloo you must have a totem pole, a vital part of every Eskimo home.

There is a great bustle of Christmas activity going on within each igloo. The whole scene should have the atmosphere of preparation for a large festival. Here popcorn balls or puffed rice balls are being made. At the North Pole these will naturally become caramel snowballs.

In the next igloo articles are being made such

as mittens, moccasins, aprons, and all manner of things for sale or for Christmas gifts. Toy making, the baking of Christmas cookies, and the stuffing of dates and prunes with nuts are under way elsewhere.

At a fair or bazaar there is sure to be a quilt or bedspread to be chanced off, and this will be on display in another igloo. Since only one can win, favors in the form of little typed lines of prediction could be given by way of consolation to those who buy chances. At a club social there must be fortunetelling.

### Polar Animals

The polar animals we all know best must be represented at your party, and posters or cutouts of colored construction paper or painted cardboard will be an effective part of your scheme of decoration. See illustration on page 487 and suggestions for making the cutouts.

### Costumes

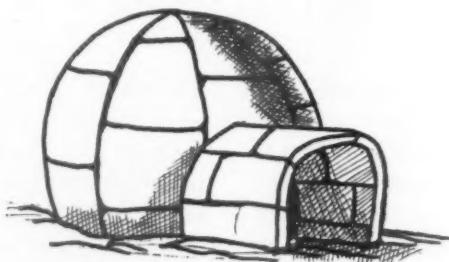
There will have to be aides for a party of these dimensions, and they can add little Eskimo touches to their dress without being too literal. A piece of fur tied under the chin will make a very nice parka, or hood, for a girl, and the boys can wear sports jackets or blazers, with perhaps some ridiculous touch, such as a string of beads or a little piece of fur about the collar.

Mr. and Mrs. Santa Claus must be spirited and possessed of some dramatic instinct. They are seated in their living room when the guests begin to arrive. Mrs. Santa is knitting; her husband is reading some belated Christmas mail, and in between times he whittles on a toy. Santa's costume presents no problem. Mrs. Santa wears a simple white gown with a long red chiffon scarf fastened to her wrists with velvet bands and flowing loosely. Around her hair is a bright red ribbon with a sprig of holly in the bow.

The room is gay with Christmas greens, wreaths and sprays of holly and bright ribbons. These, with the blue and white decorations suggesting the clear Polar nights, have a lovely effect and create a festive feeling.

### Party Activities

As the guests enter, each is given a numbered tag differing in color for girls and boys. Through



Booths which are made to resemble igloos add an appropriate touch

these they find their partners for the grand march. For any sort of party that runs to considerable numbers, this is always a splendid way of getting things started.

The leaders of the march should be chosen in advance. Santa Claus will probably say a word of welcome to the guests and then the music starts. The marchers carry sprigs of holly or Christmas greens and they sing as they go. "Deck the Halls with Wreaths of Holly," is a fine, gay tune known to almost everyone, and it would be well to begin the march with it. As the guests pass before Santa and his wife, each pair does a little turn for the sake of mirth and jollity, polonaise fashion, as the old courtiers used to dance before the King.

In return for this courtesy, Santa makes a speech and perhaps tells a Christmas story or reads a Christmas poem.

For a purely social occasion, Mrs. Santa now takes over. She proposes charades, and divides the company into fours for this special Christmas game. Alert to see, however, that nothing drags on for too long, she soon suggests another game—Harpooning the Whale, which is, a North Pole version of darts.

A large cardboard whale, besprinkled with small numbered circles, is hung against the wall on one side of the room. If anyone is so lucky as to hit the hundred mark he wins a prize, a tinned plum pudding, or perhaps a tin of fruit cake. If two or more make the same score, they will have the fun of playing off for a final winner. The darts with vacuum cups are just as mirth-provoking and less hazardous than those with points.

It is always a good idea to have a few card

tables to set up in case, because of difference in ages or general inclination, some guests should prefer to play Guggenheim or some table or word games.

For smaller children a seal race would be appropriate. They could "race" with their hands held or tied to their sides and their feet tied together, shuffling forward in imitation of the awkward gait of seals. An obstacle race is also a good game for young, active children.

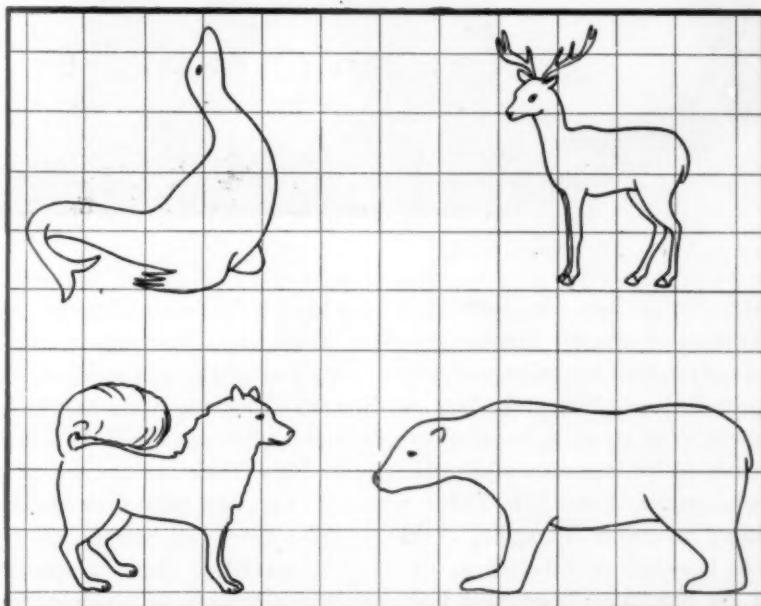
Santa Claus now comes forward with a special entertainment feature. It is called "What Do You Know," and is to be broadcast. Santa calls for volunteer victims from the audience, who will be his experts. Five or six people go to the platform and seat themselves around the table.

Santa has a basketful of written questions. They pertain to Christmas chiefly—identifying Christmas songs, stories, and poems; supplying the first lines of songs and poems when the last are played or read. There are questions, too, about Polar explorers, weather, and animals. When the experts fail, the audience is invited to supply the answer.

During this time Mrs. Santa Claus and the leader of the party have been getting ready to have a dog-sled race. Long streamers of half-inch tape are tied to a goal. Six or eight contestants

are about the right number at a time. By a stretch of the imagination, each one is driving a dog team in a race. A small pair of scissors is given to the racers, and at the starting signal they begin to cut down the middle of the tape, the object being to get to the goal as quickly as possible without cutting off an end of tape. The spectators stand on the

(Continued on  
page 523)



To enlarge these animals to the size desired, draw squares as large as you wish. Count the number of squares in the illustration shown, and then draw corresponding lines in the bigger squares; that is, if the front slant of the head takes three little squares, draw a similar line in the same position in the larger squares, using the same number of spaces. You will find it very simple to do.

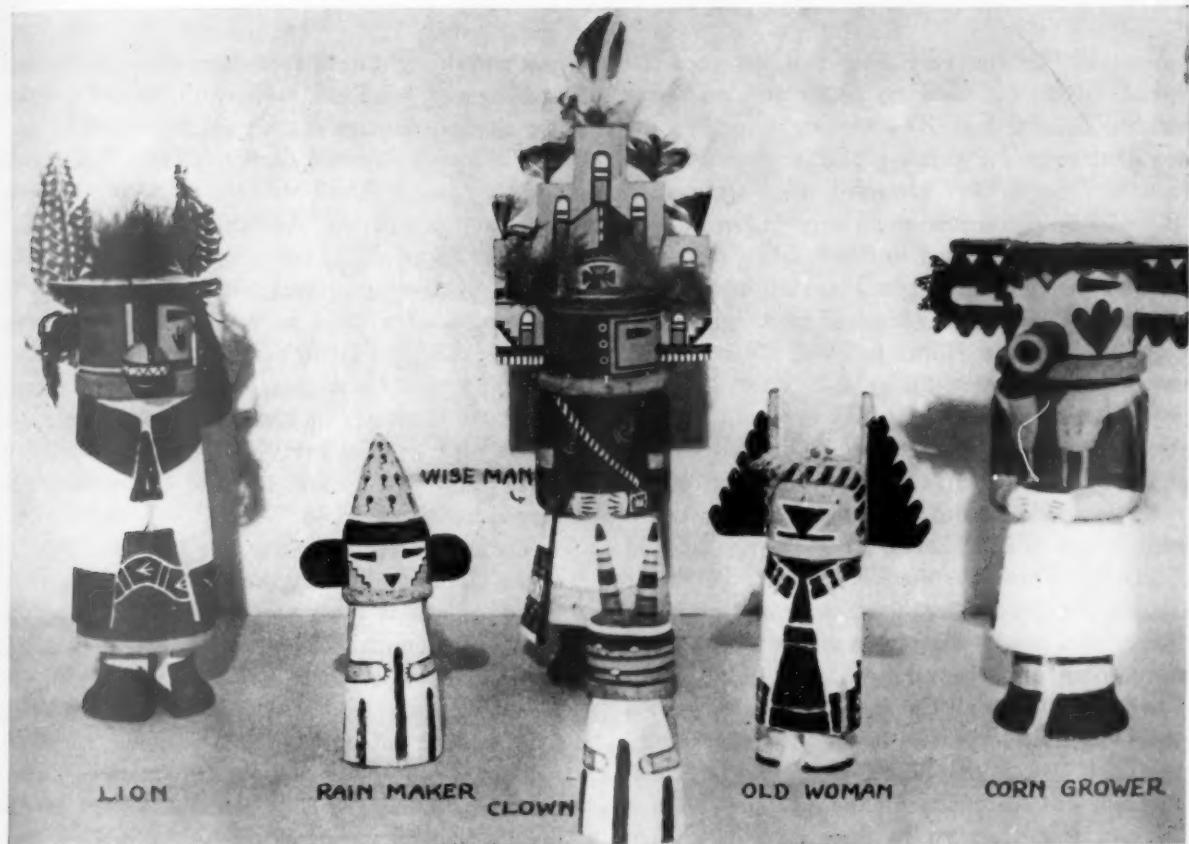


**W**E ALL RECALL how Dr. John H. Finley on his birthday, October 19th, each year walked around Manhattan, New York City. We remember also how he kept track of the miles walked each day and marked an equivalent distance on a map of Europe, Africa or Asia, reading up about the place at which he had arrived at nightfall so as to know more about the earth on which we all dwell.

In honor of its famous walker, the city of New York has erected at 81st and 86th Streets on the East Side Drive wrought-iron signposts with the silhouette of Dr. Finley on one of his walks. Through the courtesy of Stanley Isaacs, President of the Borough of Manhattan, the original model of these signposts was on display at the Baltimore Recreation Congress where it aroused much interest.

The season in which Dr. Finley's birthday falls, it has been suggested, might be an appropriate time to face the problems of tramping in our various city recreation systems and perhaps in certain cities to inaugurate walking clubs that shall be known as "John H. Finley Walking Groups."

HOWARD BRAUCHER



## Kachina Dolls

*By MARGUERITE ICKIS*

HERE ARE MANY legends about the Kachina dolls and how

they came to be so loved and venerated by the Hopi Indians. The one that seems most logical as well as the most delightful runs substantially as follows:

Many centuries ago, the Hopis far outshone and outdistanced all the other Indian tribes. In the arts of war and of peace they were supreme. Victory ever attended them on the warpath, and in husbandry and crafts they were gifted and industrious, so that finally they came to rule all the land in the Southwest.

The Hopi braves knew many secrets of the soil: how to till, how and when to plant for the best yield, and how to store their food safely for use between seasons. Their young men were especially clever at hunting and stalking for wild game, and they

The simplicity of construction of these Kachina dolls makes them a practical item for either a day camp or an indoor program. The materials and tools necessary are few—some wood, a pocket knife, a coping saw, and water colors. And in addition to the fun of making the dolls, the project offers an excellent means of leading the children into an appreciation of our treasure house of Indian folk lore.

had their own particular ways of preserving the meat and curing the hides. The women were skilled in weaving, pottery making, dyeing, basketry, and in all the other crafts known to the Indians of today.

Health habits were held in high regard and the children were taught to keep their hands and faces clean and to care for their hair.

Even the evil spirits, so disastrous, it seemed, in their control over the other tribes, were powerless in the domain of the Hopis. So it is easy to see why they came to be acknowledged as the greatest of all the tribes in America.

The Hopis themselves understood the secret of their own supremacy. It all came from the favor of the Kachinas. And they took care that all their children should hold these protecting spirits in wholesome respect and

veneration. In the very long ago, so goes the legend, the Hopis were no better and no worse than the other tribes. By some quality or in some way that even the eldest grandsire among them could not name, they attracted the interest of a strange little people who must be gods, or at least demi-gods. These came to them out of the great invisible realm and taught them all manner of wisdom and many, many kinds of crafts and skills; and gratefully the Hopis followed their counsel and so grew strong and mighty.

Now these Katchinas, as they were called, were not lovely to look upon, as one might expect such superior beings to be. Indeed, they were grotesque, with gnome-like bodies, huge heads and awkward stumpy legs. Each Katchina had his special field of activity. There was the Rain Maker, the Water Maiden, the Storyteller, the Sister, and even the Clown, who taught them to be merry lest all work and no play make them dull.

In gratitude for all this care, the Hopis gave a grand feast once a year to honor their friends and guardians. After long hours of feasting and celebration it was customary for the Katchinas to take their leave and return to their own habitation, which none but they knew.

The Hopis had often wondered why the good Katchinas were so ugly in appearance, but this thought was never voiced until on one occasion, at the end of the yearly festival, after the kind protectors had gone, a young Hopi brave spoke up and made a rude jest about their hideous faces and their clumsy bodies, and — alas for the Hopis — many others agreed with him.

Now one Katchina, slower, perhaps, or more inclined towards festivity than the rest, had lingered behind, and he overheard this criticism. He told his people and naturally their anger was kindled against the ungrateful Hopis, whose destiny they had so long guided. They withdrew their favor, and, from that moment, the fortunes of the Hopis changed. Tem-

pest and drought destroyed their crops, their skills and sagacity left them, and rival tribes took quick and sharp advantage of their weakness and failure.

The Hopis repented deeply of their ingratitude and they begged the Katchinas to restore them to favor and prosperity. And this they finally did.

So, in happiness at being again guided and protected by their powerful friends, they began to fashion wooden dolls to represent the different Katchinas. Most lovingly and carefully were they made, so that no offense might be given. Each Katchina character is costumed to express his special mission and every color and device has a particular meaning, and this the Hopis faithfully reproduced in the dolls.

The dolls are, to this day, the lares and penates of the Hopis, and during the year the fathers make the dolls, which are given to the children at the close of the annual celebration. Every child of the tribe learns what each doll stands for — an extensive religious education, since there are about five hundred different kinds of Katchinas.

To the Hopis the dolls are religious symbols, not toys. When the child reaches the age of understanding he is taught the symbolism of these strange Katchina images and it becomes his responsibility as a tribe member to help keep the Hopis in the good graces of the Katchinas.

#### Katchina Game

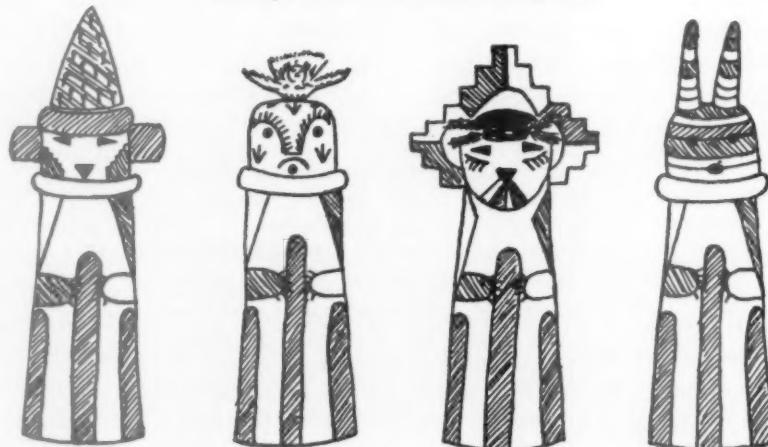
The Katchinas shown are used in a game. Each Katchina has a hole in the bottom which would hide a marble or small pebble. The object of the game is for one contestant to hide a marble under one doll and for another to make three guesses as to where the marble is located.

**The Rain Maker** has tadpoles on his headdress to symbolize

the coming of rain. He is the most important Katchina, as rain is essential to the crops.

**The Storyteller** has a little legend attached to him. He was walking through the woods when the birds lighted on his head and

**The Rain Maker, the Storyteller, the Water Maiden and the Clown take part in this Katchina game**



shoulders. So this Katchina has bird feathers and foot tracks on his head. He tells funny stories to the tribe.

The Water Maiden appears during the rain dance. Her headdress is of clouds with rainbow colors.

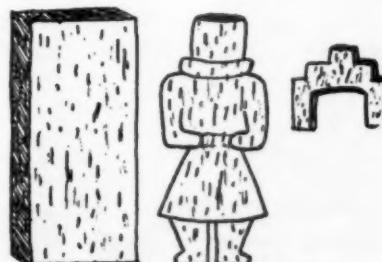
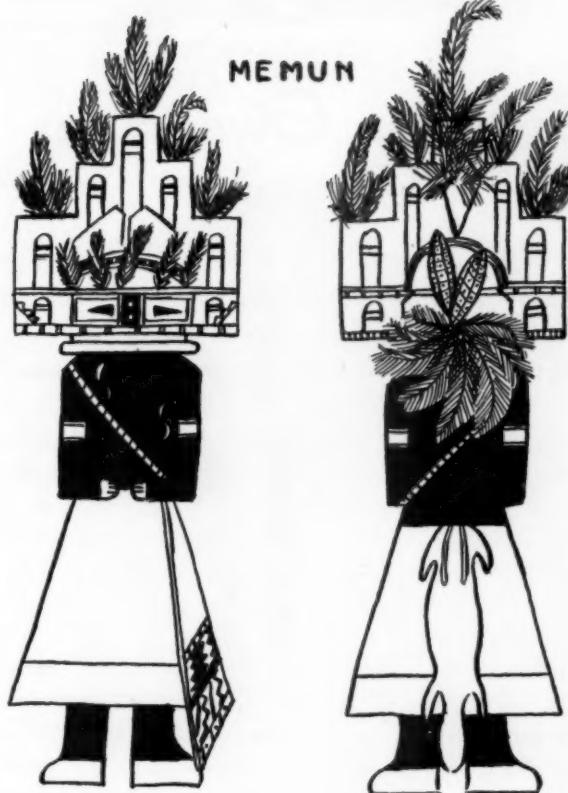
The Clown does silly dances in much the same way as our circus clowns, and is a general fun-maker at the ceremonies.

#### Directions for Making the Dolls

The dolls are carved from wood and decorated with symbolic designs in keeping with the character represented. For instance, the Corn Grower has the top of his head painted blue to represent the sky. The zig-zag halo around his face portrays the lightning that accompanies the rain, and there are tiny white dots on top of the notches to signify snow. The back of the neck is painted green to represent the green fields; then there are white splotches at the top to suggest clouds in the sky. Three ears of corn painted on the face in blue, red, and yellow signify the three species of corn grown by the Hopis.

There are over five hundred characters in the Katchina family, and it is possible for the lay person to have only a slight understanding of their significance and perhaps to learn about one or two of the characters.

All of the dolls are of the same general shape: round bodies with arms carved at the sides and hands almost meeting at the front. The male characters usually wear a long skirt with a gaily colored sash tied at the side. The feet are short and stumpy, and the head is short and round with appendages such as ears, horns, or nose carved out of separate pieces of wood in accordance with the different characters. The women sometimes wear a cape and some-



times have elaborate headdresses such as those worn by the Hopi women of today.

The most striking and elaborate of the Katchinas is Memun, or the Chief of all the Katchinas. He was the wise man who came to the Hopi councils and influenced their leaders to make wise decisions in times of peace or war. He is dignified by a tall seven-sided headdress which proclaims his distinction as a law-giver. The eagle feathers in his headdress symbolize his kingly quality, for he has powers beyond the other Katchinas, even as the eagle has powers beyond those of other birds.

To make a Katchina doll, take a piece of sugar pine  $2'' \times 2'' \times 6''$ . You may use a larger or smaller piece if you prefer. Round off the edges with a penknife.

Next cut the headpiece from a piece of wood  $3/16''$  in thickness and glue it around the top of the head. Cut the red fox also from wood of the same thickness and attach it at the back. Carve out the arms in relief. Shape the skirt, and make the two feet by using a coping saw at first and shaping them with a knife, sandpapering them later.

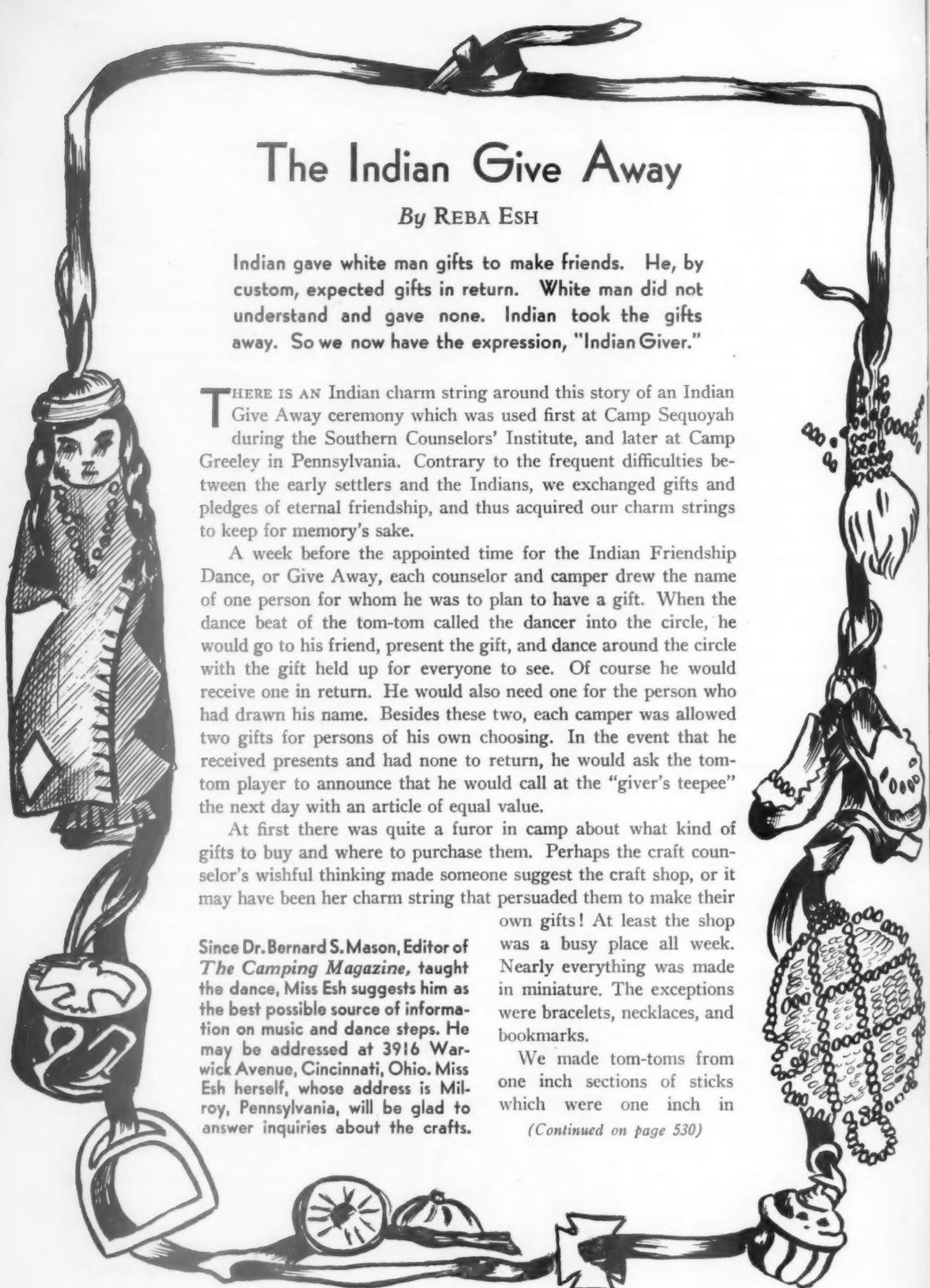
The halo is painted in dark blue, light blue, and white. The blouse is black, the skirt white, and the sash red with red, rich blue, and black trimmings. A skin of a red fox (painted in natural color) is tied on the waist at the back and a bunch of feathers is attached to the back of the neck.

Small holes are drilled around the top of the headdress into which tiny feathers are inserted and held in place with glue.

#### Sources of Information

There are many sources to which one may go to find authentic designs for Katchina dolls. Many museums have ex-

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## The Indian Give Away

By REBA ESH

Indian gave white man gifts to make friends. He, by custom, expected gifts in return. White man did not understand and gave none. Indian took the gifts away. So we now have the expression, "Indian Giver."

HERE IS AN Indian charm string around this story of an Indian Give Away ceremony which was used first at Camp Sequoyah during the Southern Counselors' Institute, and later at Camp Greeley in Pennsylvania. Contrary to the frequent difficulties between the early settlers and the Indians, we exchanged gifts and pledges of eternal friendship, and thus acquired our charm strings to keep for memory's sake.

A week before the appointed time for the Indian Friendship Dance, or Give Away, each counselor and camper drew the name of one person for whom he was to plan to have a gift. When the dance beat of the tom-tom called the dancer into the circle, he would go to his friend, present the gift, and dance around the circle with the gift held up for everyone to see. Of course he would receive one in return. He would also need one for the person who had drawn his name. Besides these two, each camper was allowed two gifts for persons of his own choosing. In the event that he received presents and had none to return, he would ask the tom-tom player to announce that he would call at the "giver's teepee" the next day with an article of equal value.

At first there was quite a furor in camp about what kind of gifts to buy and where to purchase them. Perhaps the craft counselor's wishful thinking made someone suggest the craft shop, or it may have been her charm string that persuaded them to make their

own gifts! At least the shop was a busy place all week. Nearly everything was made in miniature. The exceptions were bracelets, necklaces, and bookmarks.

We made tom-toms from one inch sections of sticks which were one inch in

(Continued on page 530)

Since Dr. Bernard S. Mason, Editor of *The Camping Magazine*, taught the dance, Miss Esh suggests him as the best possible source of information on music and dance steps. He may be addressed at 3916 Warwick Avenue, Cincinnati, Ohio. Miss Esh herself, whose address is Millroy, Pennsylvania, will be glad to answer inquiries about the crafts.

# In the National Emergency

By GEORGE HJELTE

DURING the past year I have been absent for considerable periods. In February, upon the request of the Federal Security Administration, I visited Army cantonments on the west coast and rendered reports concerning facilities and programs in communities adjacent to such cantonments. Following this service, I was called to active duty in the Navy Department for a period of three months, and was assigned the pleasant task of making a survey of recreation facilities, programs and leadership in naval stations on the Pacific, Great Lakes, Atlantic, and Gulf Coasts. In the performance of this duty I inspected fifty-two naval shore stations of one kind or another and inquired into the status of public recreation in adjacent communities, establishing the presence or absence of liaison between the naval stations and systems of public recreation.

In the course of my tour I had an opportunity to meet many members of the Society of Recreation Workers of America across the country and to form an opinion concerning the present status of the recreation movement and conditions affecting professional recreation workers affiliated with the movement.

During the past year, many professional workers have been called to combatant service in the military and naval forces. Others, after being called, have been assigned to recreational duties in the armed forces. Still others have been called by the Federal Security Ad-

ministration to assist local communities in setting up suitable facilities and programs of recreation in communities adjacent to Army camps and naval stations.

I have been impressed with the patriotic devotion of members of our profession. They have willingly offered themselves to the army and naval services and are performing, wherever they are assigned, in a manner reflecting great credit upon themselves and their profession. Those who have not been drafted to work in new fields have redoubled their efforts at home, for the local needs are even greater than before, although in many cases resources to meet these needs have not increased.

## During the Past Year

As we look back over the past year, we are profoundly impressed with the vast changes which have taken place in our social and eco-

In Mr. Hjelte's unavoidable absence from the meeting of the Society of Recreation Workers of America held at the Baltimore Recreation Congress, his presidential address was read by V. K. Brown of Chicago. C. E. Brewer of Detroit, Vice-President of the Society, presided. Mr. Hjelte, in addition to performing his duties as Superintendent of the Los Angeles Playground and Recreation Department, is also serving as Director of the local Defense Council.



nomic organization. We have seen the transformation from a nation almost wholly absorbed in the arts of peace to one armed for defense against aggressor nations and organized to defend the democratic way of life. Our industry has not only expanded at an unprecedented rate, but its character has largely changed, causing severe adjustments to be made by many workers. Unemployment, which loomed as the principal problem of the day before this rapid transformation began, has now, except for temporary technological unemployment, largely disappeared.

These changes have not been without effect upon the recreation movement and upon people engaged professionally in it. The effects have so far been favorable. Recreation has been accorded an almost universal recognition as an activity essential to the national welfare in the present emergency. This recognition seems to have been accorded by the general public to a degree heretofore unprecedented. Few have raised a voice to question the importance of recreation for men in the Army and Navy. Well selected and competently conducted recreation has been granted recognition as an important factor in the training of the soldier or sailor. It has also been recognized as a force contributing to high morale. It is true that there are other factors affecting the morale of the men in the service, but few will question that this morale is adversely affected when facilities for wholesome recreation are lacking, and that it is favorably affected when constructive attention is given to suitable recreation.

The morale of the men who have offered their services in the defense of the nation is heightened when they realize that a high value is placed upon their services, and when they are individually given some sign of recognition of this appreciation. Such recognition cannot be given amply in the financial compensation accorded the men—this can be enough only to care for bare necessities—but the people of the nation can demonstrate their gratitude to individual soldiers or sailors by granting personal attention and services to them during their leisure time. Thus recreation becomes a bond between the civilian and the uniformed men,

and an instrument through which recognition can be granted and morale heightened.

Added responsibilities have been given to recreation agencies in the present emergency. All have realigned their programs to the defense needs, but several private agencies have joined in the United Service Organizations and have been assigned specific recreational duties in the national plan. The generous nation-wide support granted to the United Service Organizations in their recent financial campaign has been an eloquent demonstration of the belief which the American people have in the importance of recreation.

The extensive publicity given to the program of the United Service Organizations has led some to conclude that these organizations were being accorded the major task in the national recreation plan. Their assignment is of special importance

because they will provide services in new communities which have sprung up because of the concentration of military personnel in nearby camps or concentration of industrial personnel in certain locations. Other private recreation enterprises and public recreation agencies continue to fulfill important responsibilities. The assignment of certain responsibilities

outside of military and naval reservations to the United Service Organizations is but one phase of the total recreation plan. The responsibility for the general population still remains largely a responsibility of local government. The public agencies are rendering, and will continue to render, the largest service, not only to men in the armed forces, but also to the population engaged in defense industries.

#### Municipal Recreation Indispensable

Public recreation continues to carry on throughout the country in hundreds if not thousands of communities where there is no concentration of defense personnel, either in the armed services or in industry. The public agencies will, as heretofore, look largely to local government for financial support. They will not appeal, generally, to private citizens for contributions. They will not be in a position to interpret the vast extent and value of their work through a nation-wide and highly ex-

**At the annual business meeting of the Society of Recreation Workers of America the following officers were elected for 1941-1942: President, F. S. Matthewson, Plainfield, N. J.; First Vice-President, Charles English, Philadelphia, Pa.; Second Vice-President, R. W. Robertson, Oakland, Calif.; Secretary, Carl Schmitt, Media, Pa.; Treasurer, Jessie Schofield, Salt Lake City, Utah. Members at large—J. W. Feldman, West Hartford, Conn.; James Garrison, Austin, Texas; Arch Flannery, Battle Creek, Mich.; Charles Cranford, White Plains, N. Y.; and Duncan Russell, Boston, Mass.**

pensive publicity and public relation program. Their work is of inestimable value in sustaining the public morale. It must not be permitted to diminish in extent or effectiveness.

The importance of recreation in sustaining morale in a time of national emergency has been demonstrated by events that have taken place in England, where the morale of the people has been put to the supreme test. Programs of "physical fitness through recreation" have prospered in England, notwithstanding the emergency. We read in the public press of leisure-time activities that continue unabated even in the midst of bombing attacks. Dancing is not curbed, and goes on as before. Boys' clubs petition the authorities for permission to continue their leagues and tournaments, even when enemy planes are in the air, preferring to carry on in their recreation activities than to seek shelter. Sports programs continue unabated. In fact, it is reported that there is more participation in outdoor athletics than before. If the emergency becomes more severe in the United States, we can expect an increase of interest in recreation and an increased desire to participate.

#### Recreation for the Army and Navy

The responsibility for recreation within the military and naval reservations has become a definite public responsibility. The War Department and the Navy Department have taken over this function fully. This is a change of the utmost significance from the organization which prevailed during World War I. At that time recreation within reservations was delegated to private agencies. Now it is a full public responsibility. This may be regarded as a recognition of the value of organized recreation, growing out of the demonstration made by private agencies during the last emergency.

No one will question, however, that it is the more orderly and thorough way to go about the job. It also leaves to the several private agencies which formerly served so well within the reservations, a task to which they are particularly well adapted and one in which they can render distinguished service.

Some have been impatient to see more rapid progress in the organization of recreation in the military and naval establishments. Members of our own group have wondered why more of the skilled organizers and leaders of community recreation were not immediately absorbed in the military and naval establishments to organize the recreation program for soldiers and sailors. It is in the nature of the vast organization for defense that the recreation program could not be perfected quickly. The provision of shelter and food and the training in military skills had to receive first attention. It has been well that more of those engaged in the local civilian programs have not been drafted into the armed services for recreational duties. It would not be in the national interest if local communities were left without skilled leadership in this field of service. That there is insufficient skilled personnel is evidence of the relatively undeveloped state of recreation as a profession, the probability of future growth of recreation as a professional service, and the need more than ever for the Society of Recreation Workers



Courtesy Monroe, Louisiana, Recreation Department

of America, organized to develop high standards of professional preparation for this great social service.

In observing the development of recreation in the Army and Navy, I have been impressed time and again with the parallel between this development and that which has taken place in American schools and colleges since the beginning of the present century. In a word, the growth of recreation in the Army and Navy recapitulates the history of physical education and recreation in American educational institutions. In the latter, it will be remembered that a few decades ago recreation activities were not a part of the educational plan but took place off the campus and were led by anyone who could be found who had the time and enthusiasm to undertake the task. In most instances, the activities were exploited by promoters for selfish purposes, and injury, rather than benefit, resulted to the relatively few students who participated.

So great was this disservice to students at institutions that measures of student and faculty control had to be instituted. Gradually there grew a greater recognition of the contribution which recreation activities could make to the development of young manhood and womanhood, and eventually the educational institutions assumed the sponsorship of the recreation program, and finally, in the most progressive of them, took over full responsibility and made recreation an integral part of the entire educational program.

Similar steps have taken place in the Army and Navy. At first, military commanders had no concern for the activities which men engaged in outside of reservations, so long as the civil laws were not violated, and so long as the activities did not result in unauthorized absence from military duty. Abuses which resulted called for the institution of military police and shore patrols, who established certain controls over misbehavior in leisure-time activities off the reservation. Now we find the Army and Navy favoring more positive controls through Federal and local legislation which they have recommended, and encouraging the provision of suitable facilities for the men in uniform in the communities where they are wont to spend some of their leisure hours when free from military duty.

An even more positive recognition of recreation as a factor in training and in promoting the general well-being of the men in uniform is the provision of extensive facilities for recreation on the reservations themselves, including programs of ac-

tivities organized in a manner which bears many similarities to the various intramural and inter-collegiate programs of athletic and social activities within American schools and colleges.

Anyone engaged professionally in recreation must be greatly encouraged by these developments. Recreation has now gained recognition and is accorded an important place in the concerns of the entire people. One can be proud to be engaged in so important a work, and can feel that his calling is of a high professional character, demanding superior preparation and calling for adherence to the highest standards and appreciation of the finest ideals.

#### Membership Increases

Our society has experienced a healthy growth during the past year. Our membership is larger now than it was a year ago. There has been a greater degree of individual participation in the work of the society, particularly in local fields. We have succeeded in affiliating a number of societies of local workers as integral units in our membership. Their activities in the interest of their professional group are activities of our national society. Likewise, activities of our national society are activities of the local groups. This is a wholesome development. So vast is the country that few of our members are able to attend national meetings. We must depend upon local organizations if we are to provide opportunities for participation for many members. The work of these local groups must be carefully integrated with the program of the national society.

Doubtless, our progress would have been greater during the past year, as a professional society, were it not for the national emergency. The emergency has called upon many of us for extra tasks to the extent that we have not been able to devote the attention that we would have wished to contribute to our society. This handicap will continue for an unpredictable time. If we are to maintain the gains so far made as a national professional group, it will call for increased loyalty from all of our members. We need to sustain our present membership and to increase our membership, for the amount of revenue which we have had from the annual dues is still too small to attain the goal which we have set for ourselves.

I wish to commend the society to the membership and to urge that, notwithstanding other demands, the members continue their support and

(Continued on page 525)

# The Mountain Comes to Mohomet

By J. E. HOFFMANN  
Oglebay Institute

**I**N WHEELING, West Virginia, the "Mountain" was the Community Christmas tree programs and "Mohomet" was the public.

The "Mountain" was located as near the center of the sprawling city of Wheeling as could be selected, the center of the business district. The time of the program was at noon and in the evening. "Mohomet," while probably interested in the programs, didn't come to the "Mountain." At noon working people had to get to lunch in a hurry and to snatch whatever time left for shopping, a major item of importance in the near-holiday season. In the evening, not many people wanted to drive the two or three miles necessary to come to the tree and to then stand in the cold for thirty or forty-five minutes to hear a program, especially as the program was broadcast over local radio stations.

As a result, attendance at the Community Christmas tree programs was poor, and considering the work extended in preparing the programs,

**When Mohomet doesn't come to the Mountain, what's to be done? Wheeling solved this problem by bringing the Mountain to Mohomet!**

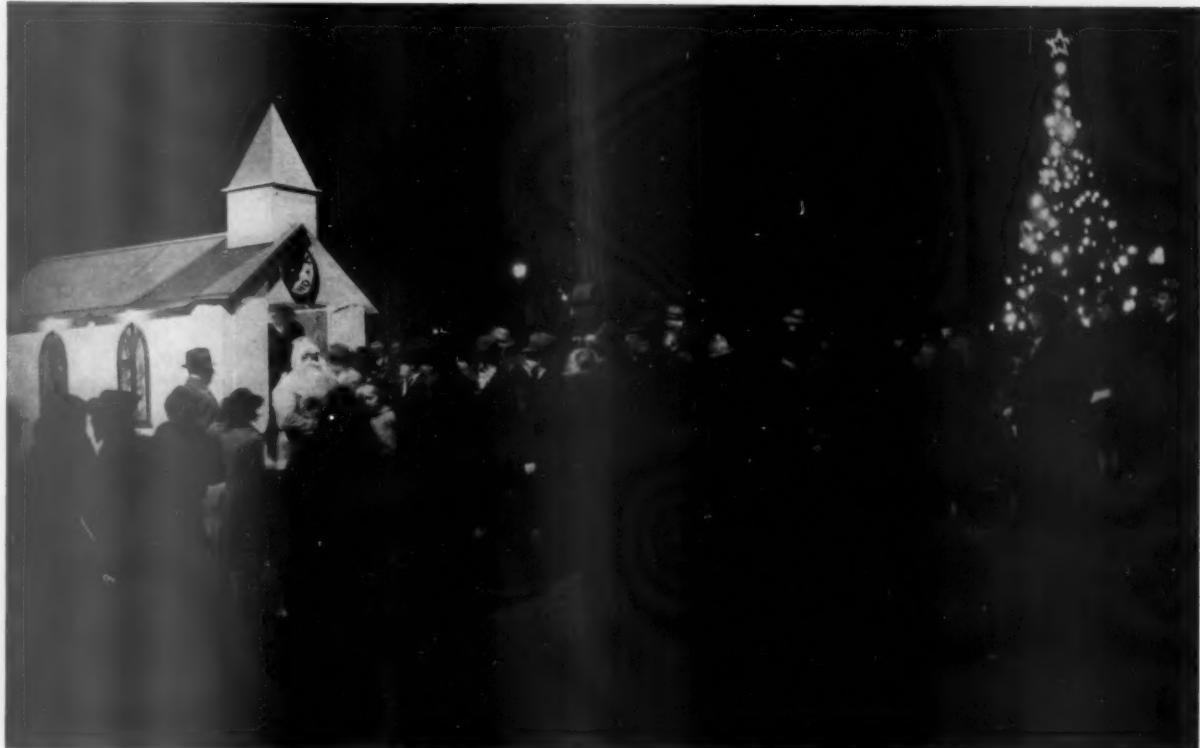
decreasing.

## The Chapel on Wheels

Then came the idea of taking the Mountain to Mohomet. It was decided to have the 1940 celebration closer to the residential sections of the city of Wheeling. And so the Chapel on Wheels was constructed. This consisted of a rectangular, peaked-roof house, with church steeple, erected on the body of a truck. The truck was loaned by one of the local lumber companies, from whom materials for the construction of the chapel were bought.

The cost of construction, exclusive of labor, which was furnished by the Recreation Department,

disappointing. The committee, representing civic clubs, Oglebay Institute, the city's Recreation Department and religious bodies, were reluctant to attempt a community observance the following year, especially since during the four-year life of the central celebration attendance and interest had been steadily



amounted to approximately \$50. Plywood and Masonite were used with 2 x 4 studding. The steeple was made removable, carried in the truck, and was set on the chapel upon arrival at the destination. This took care of the problem of hitting telephone wires, trolley lines, viaducts and similar obstacles.

The chapel housed the essential items for the program. A reed organ was used, although a Hammond organ could easily have been carried, a public address system, and a radio phonograph. Song books with Christmas carols were also carried by the truck. Electrical outlets were used at each location, in schools, churches or public buildings. Into these outlets were plugged the sound equipment and floodlights which were hung on telephone poles, trees or house tops. Storage batteries inside the truck lighted the "stained glass windows" (done in transparent oils on sign painters' muslin), and various red lights were placed about the chapel for safety in traffic.

The truck transported all the equipment. Singers and speakers who appeared on the programs were brought in private cars.

#### The Programs

The programs were organized through local committees. In the beginning the central committee, composed of representatives of Oglebay Institute, the Recreation Department, Civic Clubs, the Board of Trade and the Wheeling Ministerial Association, approached the officers of neighborhood community associations and the ministers in each section. The plan was explained to these individuals and they were requested to prepare a program for their neighborhood.

Two weeks were set up for the operation of the Chapel on Wheels. One night of this two week period was assigned to a particular neighborhood, and the program for that night placed in the hands of the neighborhood committee. Stories in the newspapers, announcements from the radio, pulpit and community club meetings made the public aware of the programs.

A typical evening's program included:

Music (chime or carol recordings) from the truck. These, played while the crowd gathered, helped to get attention. Everyone within hearing distance soon knew the Christmas Chapel was there.

#### Organ selection

Opening remarks by minister

Community singing of Christmas carols (song books were used for this)

The recital of Christmas Story

Songs by a choir from a neighborhood church

Brief talk by PTA or community association representative

Appearance of Santa Claus, who, at some meetings passed out candy, oranges or similar articles

Closing remarks by minister

The radio broadcasts of the Christmas programs were not discontinued by this plan, but were held at noon. These noon-day programs, which did not duplicate the evening programs, were planned by the central committee. On these programs appeared civic club speakers, school choral groups and dramatic groups.

The Chapel on Wheels also made appearances

at orphanages, homes for the aged, hospitals, and similar institutions. These appearances came before the neighborhood programs, and the choir of the evening arranged to be present to sing carols. The Rotary Club made further use of the Christmas Chapel in its annual Christmas visit to the orphanages.

Our roving community

Christmas tree programs met last year with the approval of all. There was greater participation in program planning, a larger and more varied audience, increased service for shut-ins, and a growing interest in every section of the city.

Along with Wheeling, many cities will celebrate Christmas in community-wide observances which will reach all parts of the city.

The Christmas season in Memphis, Tennessee, starts in November with the "Spirit of Christmas" parade sponsored by the Recreation Department of the Memphis Park Commission. Playground children have an important part in this parade each year, forming the whole of the first division. They are surpassed in interest only by Santa Claus himself who joyously rides on the final float. Memphis street railway busses are used to transport the gaily costumed children from the community centers and back again, and on their return to the

(Continued on page 524)

# Recreation in West Hartford

THE DEPARTMENT of Recreation of the town of West Hartford, Connecticut, celebrated its first birthday on July 29, 1941. The work of the Department since its establishment is a demonstration of how a leisure-time program can be integrated into the life of a community. This integration was achieved by working closely and harmoniously with the public and private agencies that were functioning in the community before the Department was established.

Through a series of conferences with public and private agency officials, the staff of the Recreation Department became familiar with the fields in which these agencies were working, with the areas that were not being covered by any agency in the community, and with the thought of these groups as to what the function of the Recreation Department should be.

## Democracy in Action

The establishment of the Department is an example of how a community can work along democratic lines and how action and final decision can be arrived at in a democracy. The Department was established after a thorough study had been made by a citizens' sub-committee selected from representatives of practically all civic, educational, welfare, and lay organizations in the town. The study lasted for a period of about two years. Both local and national experts were consulted as to the best type of organization and as to whether or not there was a need for a department of recreation in the town. After making this careful study, the sub-committee was fully convinced that West Hartford needed a recreation department and so reported to the full committee. The committee approved the sub-committee's report and sent it to the Town Manager and to the Town Council. The Town Council took favorable action and approved the establishment of the Department with a budget of \$5,000.

As a result of its study, the sub-committee recommended that the Department of Recreation have the following main objectives:

By J. W. FELDMAN  
Director of Recreation

**This is the story of a department of recreation established on democratic principles permitting of participation by individuals and community groups in the planning, organizing and conducting of the program and its activities.**

1. That the Department should supervise and promote leisure-time activities.
2. That no set program of activities be determined in advance.
3. That activities be organized and conducted on a democratic basis by the participants having a voice in organizing, planning, and conducting the activities.
4. That by using the democratic procedure a large number of persons would serve in different capacities according to their desires and abilities.
5. That the Department cooperate with private and public agencies that are already in the leisure-time field in West Hartford.
6. That a harmonious working arrangement be arrived at between the School and Recreation Departments.
7. That activities be sponsored in all sections of the community for all age groups.
8. That a year-round playground program be established for children.
9. That a winter sports program be planned.

West Hartford has the Town Manager form of government. Under this system there are no boards for the different departments, but an Advisory Board was appointed for the Recreation Department. Fortunately for the Department of Recreation, the members of the citizens' sub-committee were appointed as its Advisory Board. They have formulated policies to govern the department that follow very closely the objectives outlined.

## Organizing Activities

Practically all activities that have been sponsored by the Department have been started in response to the request of an individual or a group of individuals of the community. As neither the Advisory Board nor the director had a set program of activities that they wished to impose upon the community, the development of the program along this line was highly desirable.

Believing that recreation activities offered ideal situations for the use of the democratic process, the Board made such procedure one of the cornerstones of the Department. As a result, all activities of the Department are organized and conducted along democratic lines.

The plan followed in organizing an activity is to

invite the person or persons who are interested in an activity to meet with the director to discuss the possibilities of developing such an activity in the town. This first meeting usually consists of only three or four persons. During the discussion many phases pertaining to the activity are covered, such as an estimate of how many persons in the community might be interested, the names of these persons, time of meeting, days of meeting, what facilities would be needed, on what level activities should be carried, and other details. The time and the date for the next meeting are set. Persons present at this meeting will take the names of persons that they will contact and invite to the next meeting. It usually takes three or four such meetings before final plans are made to begin any activity.

During this process all persons present have an opportunity of contributing to the general planning from their experience and knowledge. Because of this the final plans that are put into effect are richer and contain greater possibility of joy and growth for the members, and the program will more nearly meet the needs and desires of the participants than it would if set up by one individual. This planning period is an excellent method of showing the wide range of a subject, and is a means of broadening the thinking of the individuals present. It can be used to make the individuals better acquainted with their community and what its resources are, since sometimes in the planning it will be necessary to check the community resources that are available for the use of the group. It gives the leaders an opportunity to study the individuals of the group, and to check their special interests and abilities.

The use of the democratic process gives an opportunity to a large number of persons to serve in different capacities according to their desires and abilities. The members of the group develop the personal interest in the activity that is so essential toward making it successful. They think of the activity as "our" activity, and of the organization as "our" Department. Loyalty is developed to both the activity and to the department which is of inestimable value.

Through this process many persons for the first time become aware of the joy and satisfaction of community service, and it is the means of awaken-

ing community consciousness in some individuals. As more persons participate in these activities, and as the scope of the activities widens, many more persons will become conscious of the different community services that can be performed. One can easily see the educational and social significance of this fact in reference to the individual and the community.

Many examples could be cited to illustrate how this process works, the many ramifications it can assume, and the effect it has on the community. Here is one example:

#### Dances Prove a Successful Point of Departure

One of the first needs and desires of many persons in the community as discovered by the recreation staff was for the provision of social dancing for high school students. There was no place in the community for informal, inexpensive dancing. Those wishing to dance usually went to adjacent

communities or to roadhouses.

The usual procedure was followed in planning for this activity. A group of students and adults came together, spending about four weeks studying the problem. Sub-committees consisting of three or four members were appointed to study special phases of the question. These sub-committees

submitted reports which the entire group discussed. A final decision was reached by action of the whole group, which decided upon the type of dances to be given, when they should be given, what orchestra should play, and the many other problems pertaining to conducting a dance.

Though many persons in the community expressed doubt as to whether these dances would be successful, they have been popular from the beginning and have met with the approval of both parents and children. Attendance has increased steadily.

Besides providing an opportunity for boys and girls to dance, these dances have had other effects on the community. West Hartford, like many other communities, has sections that do not know one another well. In fact, some persons felt that they did not want to know one another. On the dance committee we have persons from all sections of the town, and at one of the dance committee meetings this feeling was discussed fully and frankly. It was found to be based largely on misunderstanding of

one another, and there was no real basis for such distrust. The frank discussion held cleared the atmosphere, members from all sections of the community are now working harmoniously on this committee, and there has been a start toward developing an understanding between the groups.

Unfortunately there were cliques in the high school, and it was rather difficult to get the groups to mix. Here again the committee has been effective. Because of their interest in the success of the dances, the members have mixed, and as the committee is large and representative it has broken down these cliques. A friendly, informal atmosphere has been established at the dances that means a good deal in a democratic society.

The work of the committee has been so successful that it is considered an honor to be a member of it. Several teachers, and especially the head of the Guidance Department, have asked that certain students be invited to become members of the committee. These students have been invited and have served on the committee to the advantage of the committee, the community, and themselves.

#### Harmonious Working Relationships

This social dance committee is not only an example of the democratic process but also of the close and harmonious working relationship between the School and Recreation Departments. The dances are conducted in the high school auditorium; several members of the teaching staff have assisted with them; the art teacher and art students have made posters and decorations for the dances; posters have been placed on the high school bulletin boards; announcements of these dances are given in the home rooms and in the assembly, and the janitorial staff helps set up and take care of the hall.

This close working relationship between these two departments is a result of planning and of a definite effort on the part of the personnel of these two departments to arrive at an understanding of their functions and relationships.

The Superintendent of Schools, Dr. Lloyd H. Bugbee, a man with broad vision concerning recreation and an understanding of its significance, has been an active member of the citizens' committee, of the

special sub-committee, and is now a member of the Advisory Board of the Department. As a member of the Advisory Board he had a voice in the selection of the Director of Recreation.

When the Director began to function, it was an easy matter for him to come to an understanding with the Superintendent of Schools as to the basis of a harmonious working arrangement between the two departments. Through Dr. Bugbee a series of conferences was arranged where the Director of Recreation met the school personnel and had an opportunity to discuss with them what they thought was the function of the Recreation Department in West Hartford, what they felt were the recreation needs of the town, and how these needs could be met. The school personnel gave the Director many suggestions as to the best way of attacking the problem in West Hartford. A complete understanding was arrived at as to common policies and aims, so that provision would be made for a play-education experience for the boys and girls that would contribute to their social training, health, recreational life and civic loyalties. Through means of this cooperative planning there is no overlapping of activities and no confusion in the minds of the children through their being exposed to many unrelated influences. The play program was planned to function as an integral part of the child's total educational experience. Following this plan the Department has sponsored activities that have met the approval of the school authorities and that supplement the activities conducted in the schools.

From the experience of the school personnel, a definite need was felt for an after-school fall and spring playground program for elementary school children, a Saturday morning gym program for junior high school boys and girls, and social dances for senior high school students. The school authorities themselves have an extensive intramural

program for the junior and senior high school boys and girls during the school week.

Since the Department's budget would not permit the engaging of persons to conduct after-school playground programs during the spring and fall, we followed the suggestion of the head of the Physical Education Department, Eric Norfeldt, that seniors of the William Hall

*"In the West Hartford recreation program special emphasis has been placed upon activities for children and youth in order that they may develop leisure-time interests, skills, and hobbies that will carry over into their adult lives. We may look forward to the time when people living in our town will have an opportunity to participate in the activities in which they are especially interested or in which they have special training and skills—a program that will give them the utmost freedom of choice and control."*

High School be used as leaders. The heads of the physical education departments, together with the principal of the high school, selected these leaders. This plan gave an opportunity to boys and girls to experience the joy and satisfaction of being of service to others and to the community, and of developing a sense of civic interest.

To give public recognition to these boys and girls who served on the playground, they were given engraved certificates of appreciation by the Department of Recreation. These certificates were presented at a high school assembly by the chairman of the Advisory Board, Orrin S. Spencer. The presentation was as impressive as the awarding of high school diplomas. Dr. Bugbee, Superintendent of Schools, wrote the following to Ray W. Harriman, principal of the Hall High School, in reference to the awarding of these certificates:

"It was an inspiration to see nineteen pupils of Hall High School receive certificates from Mr. Orrin Spencer for their services as assistants in developing the recreation programs in this town. I believe it is one of the highest honors that our school can confer upon a boy or girl when he or she is asked to take part in this work. It isn't necessary to enlarge upon the educational values that come from such participation in the community work of this kind."

One of the prime factors in the successful working relationship between the two departments has been the splendid cooperative spirit shown by the School Department personnel—the Board of Education members, and the office, teaching, and janitorial staffs, as shown in the following examples:

The Department of Recreation does not sponsor any activity that would conflict with those of the Board of Education's adult evening school.

The Board of Education allows the Department of Recreation to use any of the facilities it controls as long as the use of these facilities does not interfere with the regular school program. The Business Manager of the Board of Education has determined the cost of light, heat, and water for different facilities, and has set a figure to cover the actual cost, which the Department of Recreation pays. The Recreation Department also pays for the janitorial services. This summer the School Department turned over to the Recreation Department the issuing of permits for the use of its baseball diamonds, and control over the tennis courts on school grounds. Six of the eight playgrounds conducted this summer by the Recreation Department were on school grounds.

A similar working relationship has been developed

between the Recreation Department and all public and private agencies working in the town.

The first step in developing an understanding with these agencies was taken when the director met with representatives of all private agencies, the ministers, and the town and library officials in West Hartford. There was a frank discussion as to what they thought should be the function of the Department, how best it could serve the town, and how it could assist local agencies in conducting their programs.

#### Conference Results

These conferences had excellent results. The director became acquainted with the people who were interested in the leisure-time or allied fields. He was able to learn their conception of the function of the Department and how it could help them, and what their special interests were. With this background, as requests for different activities have come to the Department, we have made it our policy to try to get other groups in the community to help sponsor activities and cooperate with the Department in conducting the activities. That this has succeeded is shown by the fact that in a period of seven months from the founding of the Department, the Recreation Department cooperated with sixteen different agencies or organizations in the community in conducting some form of activity. It is also indicated by the statement of a newspaper reporter: "After you mention all the cooperating agencies that are working on an activity, you do not have any room for the story."

This has been an excellent way of creating good will and of attracting people to the Recreation Department for all manner of assistance. It has also been the means of quickly integrating the Department in the life of the community.

The response that the Department has received in the community demonstrates that the people of West Hartford like to participate in a program that is based upon the democratic procedure, in which they have a voice in planning, organizing, and conducting activities, and that volunteer leaders serving in different capacities can contribute materially, at no cost to the town, in the successful operation of many leisure-time activities. Through these means the beginning of a broad general program has been developed for all age groups in the community without over-emphasizing any one phase of the program.

*(Continued on page 526)*

# This Business of Recreation

By MAXWELL H. TASGAL

Superintendent of Recreation

Board of Education  
Caldwell, New Jersey

"EVERY PLAYGROUND and community center director ought to take a course in store management, especially you." Wallace leaned back grinning, flicked some imaginary ashes from his cigar and continued, "Yes, a two year course would just about do the trick."

"Do tell, Wallace," I smiled, "Please don't let me stop you."

I said this just as he was about to continue. Momentarily frustrated, he politely glared at me. He was just going to carry on again when I broke in, "A two year course in store management, eh?"

"Yes, that's right, yes," he exploded, "May I continue?"

"Why certainly, Wallace."

He opened his mouth as if to speak, studied me suspiciously, and then convinced that I was attentively awaiting his next words said, "Now, Jim, let's be perfectly frank. You are a recreation director and I am a business man. I don't hesitate for one minute to tell you I picked business because I was intensely interested in making money. Will you tell me why you are in the field of recreation? And, if you don't mind, leave out the technical terms."

"I want to help people to be happy."

"Not bad at all. How about working on me?"

"I am, I'm letting you talk."

"Good! Now. We both have one thing in common, we both work with people. Tell me, Jim, do you want to make people happy as much as I want to make profits?"

"I think so."

"We both love our work, don't we!"

It didn't take much observation on my part to detect the sarcasm. It was irritating.

"Wallace, confide in Uncle Jim. What is making you so miserable today?"

"Simply this. Will you tell me why in these modern times the American play center is as antiquated as it is? I would say old-fashioned if it wasn't for the fact that when it began it was old-fashioned. I haven't observed any noticeable change."

I reflected for a moment.

"It's all according to what you mean by 'change.' "

"I mean this. Are you doing as much as I am to induce people to step into your establishment—and once they are in, how well can you hold their patronage? When a customer walks into one of my stores it

is usually with the conviction that he can't do better elsewhere. Does a kid step into your playground because he hasn't the money to see a movie?"

I began to feel slightly uneasy.

"In my work we have to figure what percentage of *all* prospective customers we are reaching. We don't pass up a single prospect. Why, our mailing list is a business organization in itself! Have you a mailing list? And what about the newspapers? Do you understand the fundamentals of good advertising? Are people aware of the bargains you are offering—that is, if you are offering bargains?"

Wallace stopped to light his cigar. There was a humorous gleam in his eye. "The pause that refreshes, eh, Uncle Jim?"

"On the contrary, Wallace, I'm all ears."

"Well, compare first impressions as regards the two plants. I never took a course in psychology in my life but I know how to attract people. If too many people pass by one of my stores without looking in, something is wrong. The passer-by responds to color, size, movement, contrast and sound and so we give it to him. We present a picture of neatness and organization. Did I tell you about a medium-sized town playground I passed last week? The play building, a dilapidated hut, was surrounded by rusty swings and slides. The ball fields were heavy with grass and unlined, the tennis and paddle tennis courts were dimly lined and the nets were rotting. Two or three notices were waving from a relic of a bulletin board in front of which stood a playground instructor wearing a dandy pair of blue trousers with white stripes down the sides."

I started to say something, but I never had a chance.

"Oh, I know that particular playground is not

typical of the several one might find in many good sized cities and a few towns, but it is there and I did see it. And do you know what will probably happen out there?"

"No, what?" I was grateful for the opportunity allowed me for self-expression.

"Some enterprising gent will buy that property, build a swimming pool and charge fifty cents a head—and what's more, he'll probably clean up!"

Wallace was laughing but I wasn't.

"Do you mind making your criticisms slightly more constructive?" I suggested.

"Why certainly. Where was I? Oh, yes. Well, once a customer walks into the store things are simplified for him. Everything is arranged to meet his needs. There is an information desk, direction signs, a checking department, good lighting, seating space, the aisles are comfortably wide and the merchandise is on display at his every turn. In other words he is physically and mentally at ease and can immediately get into the business of buying. Do you make the road to your 'program' as easy to reach?"

"No, but —"

"I know. You haven't the capital—your superiors haven't the capital. Listen, Jim, did you ever hear of the word 'ingenuity'? One of the ten most underrated words in the language. All big men can tell you what it means. It's another word for capital—only it's bigger. You can do things with that word—that is providing you have an imagination—a fine imagination."

"Well, once the physical barriers are overcome, what then?"

"The physical barriers are never overcome. They are only rearranged for a while. The trouble with most directors is that they make too many permanent changes. They become traditional. They need a shot in the arm every so often."

"Excuse me for living," I quavered. I had never seen Wallace so hungry for blood, a recreation director's blood. "I don't mean to be repetitious but after the physical obstacles have been *temporarily* surmounted —"

"To be sure, to be sure. Well, now we're ready for the big drive."

He applied a match to his corpse of a cigar and settled down to business.

"In order for me to prosper I have to have good merchandise and I must have a sales staff that can sell it. All other aspects of the business are perhaps not quite so important. Correspondingly you have what you call 'program' and 'leadership.' It's very simple: Sales staff-leadership, merchandise-

program. Now I would say that leadership or personnel is far and away the most important factor in determining the success of your work. I know that you are handicapped in that you do not have the paid workers you need. It is a handicap you will have to bear for a while. But under present conditions, if I were doing your job I would spend seventy-five per cent of my time choosing, training, and developing leaders to carry on the program, and I would garner those leaders from the play center and the surrounding community. If you investigated you would probably find a drama coach, song leader, storyteller, boxing coach, handcraft expert and any number of specialized persons who need the recreation of teaching a group as much if not more than the individuals in that group need them. A lot of your trouble lies in your willingness to spend most of your time doing the technical work, and that is something you haven't time for."

Wallace took his watch out of his vest pocket, studied it, and put it away. I felt that if I had asked him the time then, he couldn't have told me.

"I find that a good salesman is a good student of human behavior. I can put him in any department from animated toys to men's overcoats and he will still be tops. Yes, he has to know what he is selling but that is secondary. He has to know people. Did you hear that? Know people! You have to know people. And knowing people you can anticipate their actions. I think every director ought to know what happens to people when they do things—ought to know their cravings, their physical and mental needs. If he knows the techniques of his profession and also has instinctive and scientific knowledge of human conduct, he is in a position to do humanity a real service. Have I made myself clear?"

"Yes, very. By the way, what is the name of the text book you've been reading?"

Wallace smiled. "How many text books are there on recreation?"

I winced. Fortunately he had no intention of pursuing the argument.

"No, Jim. Maybe it's something I picked up from business and maybe —"

"What, Wallace?"

"Well, maybe I have a unique hobby."

"You have!"

"Yes, I tear the professions apart and put them together again."

He was quiet for at least fifteen seconds. "And maybe it's because I have two youngsters of my own."

# More Playgrounds for New York City

In 1934 the total number of playgrounds in the five boroughs of New York City was 119. Fifty-eight of these have been reconstructed and at the present time there are 435 playgrounds in the park system.

THE NEW YORK CITY Department of Parks has completed and opened in Crotona Park, the Bronx, seven new marginal playgrounds, three reconstructed playgrounds, a children's farm garden, and two comfort stations. These playgrounds represent part of a larger program of park reconstruction which will be completed in the fall.

Crotona Park is one of the most heavily used parks in the city. Prior to the initiation of rehabilitation work, the pressure of a congested neighborhood resulted in the overflowing of play areas onto the park lawns, injuring the vegetation, causing erosion and miniature dust storms, and destroying the usefulness of the area.

The first major effort to provide much needed recreation facilities and to restore the scenic values of the park was the construction of a swimming pool in 1936, together with the rehabilitation of the adjoining unit of park land. In the following years two new playgrounds were laid out and various other minor improvements were made.

Plans for the present project, embracing the complete reconstruction of the remaining sections of the park, were prepared early in 1940 by the Department of Parks, and work was started soon after by the Work Projects Administration. The main features of this work include the following items:

- Ten additional marginal playgrounds
- Reconstruction of the children's farm gardens
- Four baseball diamonds with concrete bleachers
- One softball diamond with concrete bleacher
- Construction of a wall around the lake



The New York City Park Department felt it important to provide a farm garden in one of its most heavily used parks

A boathouse and concession building on the lakeside

Thirteen double handball courts

Reconstruction of athletic field on Crotona Park North

Demolition of many outworn paths and roadways and construction of a complete new path system with curbs, asphaltic pavement, steps, ramps, benches, lights, fencing

General reconstruction of the park storm drainage system

Landscaping of the entire park, including new topsoil and planting of 2,800 new trees, 18,000 shrubs and lawns

The reconstruction of Crotona Park represents a major effort in the park improvement field, and when completed the results will be increasingly appreciated as the new plant growth becomes established and the various recreation facilities attain their full use. All work was performed by

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# Volunteer Service in a Recreation Program

**V**OLOUNTEER leadership has become an important factor in the operation of our Recreation Division, not only because of the necessity for securing leaders, but because of the opportunity it offers of giving more people forms of leisure-time activity which they enjoy. Our experience in the Recreation Division has been that many individuals, not personally interested in participating in recreation other than commercial, in serving others as volunteers, gain a new viewpoint on municipal recreation.

The Municipal Music Association of Oklahoma City, which has a membership of about a hundred local citizens who enjoy singing together, meets every Monday night to rehearse for the many civic activities to which they contribute their services, such as broadcasts, concerts, and appearances on civic programs. This group is under the direction of a volunteer leader who is a member of the faculty in the Fine Arts Department of Oklahoma City University. The accompanist, too, volunteers her time.

Our municipal drama activities are divided into three groups—divisions for children, youth, and adults. The number of performances which these groups present each season ranges from eight to ten. The director of each division and the sub-directors as well are volunteer leaders. Municipal drama activities include radio broadcasts, participation in civic pageants and civic programs, and the supplying of leadership to church and local groups who do not have adequate direction in their drama program.

Community night shows are held weekly throughout the year at our two recreation centers, and throughout the summer months in all of the parks and centers. The paid supervisors on the playground are responsible for the local talent features of their programs, which they build from their dramatic clubs. Such entertainment is presented as dance

**During 1940, 878 citizens of Oklahoma City, serving as volunteers, gave invaluable aid to the recreation program**

**By CATHERINE SIMPSON**  
Music and Drama Director  
Recreation Division, Park Department  
Oklahoma City, Oklahoma

skits, short plays, choruses, drills, and readings. Volunteer schools of the dance, accordion groups, drill teams, bands, and drama schools compose the rest of the program.

The volunteer leaders occupy all of the key positions in the presentation of our

annual Christmas and Easter pageants. These include directors of the pageant proper, orchestra, chorus groups, union stage men, public address men, and costumers. The only paid member of the staff is the coordinating director from the Park Department. The Christmas pageant cast is made up of some 800 local people and is presented before an audience of 7,000. There are 200 people in the cast of the Easter pageant which is witnessed by 18,000 people.

In addition to the volunteers in the field of sports and games, swimming, music, drama, hand-craft, and nature study who volunteer their time to carry on a specific part of the program at the various parks and in the recreation centers, there are many others who assist with public address systems for shows, with square dances, and with the Christmas music at the Civic Center nativity scenes. Local non-union hillbilly bands play for our square dances.

Such annual events as the birdhouse exhibition, the Hallowe'en festival, hobby show, and Twelfth night celebration are all worked out with volunteer leadership under the guidance of the Recreation Division of the Park Department. Each year the playground season is opened with a playground recreation festival sponsored by the Park Department, the Sports and Recreation Division of the Chamber of Commerce, and the WPA Recre-

ation Project. Besides the activities in the parks proper, there are such free exhibitions and activities as horse shows, boat races, bicycle races, checkers, croquet, and domino tournaments, exhibitions of tennis, trap shooting,

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*"Organizing volunteers means all of these things—a goal worth enlisting for; an element of high adventure, of sentiment, of service; a defined task for each worker; a task manageable in size, not overwhelming to the point of discouragement; training in the job assigned; a sense of accomplishment, a service rendered."—Robert E. Bondy.*

# More About Recreation for Men in Uniform

## A July 4th Street Celebration

By R. D. EVANS

Superintendent of Recreation

Fort Worth, Texas

**F**ORTY THOUSAND people attended Fort Worth's municipally sponsored street dance on July 4th, which was preceded by three entertainment programs and a dance concert.

At 8 P. M. the Moslah Temple Shrine Band opened the program with a concert, and just one hour later John E. Farrell, Mayor of Westover Hills and chairman of the County United Service Organization, introduced Mayor I. N. McCrary who welcomed the visiting soldiers to Fort Worth. The Mayor closed his address by launching into that passage of "America," "I love thy rocks and rills, thy woods and templed hills . . .," with such vocal gusto that the crowd joined in the singing. Mayor Farrell then introduced Lieutenant Colonel Austin F. Anderson, stationed at Camp Leonard Wood, Missouri, who responded for the soldiers to the Mayor's welcome. The Fort Worth WPA orchestra struck up the "Beer Barrel Polka," and throngs of soldiers advanced to the platform to meet a score of hostesses.

Three entertainment performances by professional, camp, and amateur talent followed immediately, each a distinct program, and all presented simultaneously on the three stages.

The professional show included a line dance, a noted boogie-woogie pianist, a magician, a blues singer, and other novelty dance acts. All services for the performance were free.

The Junior Chamber of Commerce chorus opened the program on the center stage and was followed by an accordian sextet. An artist singer from one of the radio stations sang old World War Songs. Then entertainers from Camp Wolters, Mineral Wells, Texas, occupied the stage. The voice of one of the soldiers

who sang was recorded in the production, "Snow White and the Seven Dwarfs." A professional accordionist and arranger and a professional mimic also appeared.

The amateur show was presented by members of the Recreation Department's activity classes. The program consisted of an exhibition of dances, a pantomime in song, dance, and music of a bugler drafted in the army and a tumbling and teeter board act. A square dance team gave a demonstration of the native Western dance, and then during the dance members mingled with the crowd, teaching soldiers the steps.

Four orchestras played for the dance. There was one section for jitterbugging and other modern dancing; one for round dancing; and another for square dancing and old-fashioned dancing.

The Carnival was held on Fort Worth's Main Street between Eighth and Fifth which was roped off and barricaded. The street became so congested that it took pedestrians fifteen minutes to make their way the distance of a single block through crowds of spectators.

R. D. Evans, Superintendent of the Recreation Department, was chairman of the mammoth celebration, which was directed by the City Recreation Department in cooperation with U. S. O., the City of Fort Worth, and Chamber of Commerce. He appointed the following committees to assist him: Speakers' Stand; Professional Entertainment; Amateur Entertainment Stand; Police; Soldiers; Decorations; Properties; and Hostess and Girls.

Approximately 1,000 girls registered as dancing partners for the visiting soldiers. Groups of girls from sororities, civic clubs, schools, colleges and business concerns were on hand to dance with the boys, and the dance was as well chaperoned as a home social. The reception and hostess committee saw to it that no girl or soldier had to wander around alone in the crowd. The girls met at posts stationed in the hotels near the location of the dance.





They were introduced to soldiers here and chatted until time for the celebration. The hostesses wore arm bands, and the girls wore their names printed on cards. The city police, the State Highway Department, and military police from Camps Wolters, Bowie, and Barkeley handled the traffic and maintained order at the dance.

Two manufacturers of trailers contributed the large trailers used in erecting the three stages which were located on the center side of the three blocks. Loudspeaking equipment was donated for each stage, and special lighting effects were erected by the local electric service company. The Fire Department washed the streets at 6 o'clock in preparation for the dance. Appropriate decorations on the stages and along the streets added to the festive spirit which prevailed.

The first major event sponsored by the City of Fort Worth for soldiers at neighboring camps was a street carnival and dance held on July 4th

The Recreation Department is planning a second big carnival in the form of a community circus for the soldiers to be held August 15th. The circus will be augmented by a dance and music festival and will be held at Farrington Field which has a seating capacity of 20,000 people. There are four training camps near Fort Worth.

### Albuquerque Entertains the Service Men

**I**N ALBUQUERQUE, New Mexico, the Mayor has appointed an Advisory Recreation Committee to have general charge of the recreation of the men from near-by air base headquarters. Associated with this committee is a

local coordinator and a general program committee composed of the chairman of each subcommittee plus an official delegate from USO, NYA, WPA, the city playgrounds and community centers, and the air base.

The subcommittees which are at work consist of the following:

**Recreation.** This committee organizes and promotes music, dramatics, and special hobby groups within community and post; develops criteria for conducting social activities; trains leadership for handling social activities; assists churches in conducting their programs for soldiers; arranges for dance partners and chaperones; and serves as a clearing house in the scheduling of all activities and headquarters for the talent bureau.

**Facilities and Equipment.** It is the responsibility of this committee to secure a soldiers' downtown center with equipment; to arrange for facilities for special events such as soldiers' days at commercial entertainment places—bowling alleys, skating rinks, and the like; and to plan for music boxes and concessions.

**Church Activities.** This committee encourages attendance at church services, assists with special church features, and aids the chaplain at the post in arranging programs.

**Hospitality and Public Information.** The object of this committee is to serve as a clearing house for information, both for the public and the air base. The committee having in mind the needs of out-of-town guests, compiles lists of lodging houses, eating places, and entertainment features; arranges sight-seeing trips and transportation; welcomes new units to the air base; assists in making day rooms and recreation halls at the base attractive and cheerful; visits the sick and hospitalized; gathers magazines, books, and newspapers; and plans holiday celebrations. The committee also keeps a scrapbook, prepares and places signs and bulletins, and issues education-recreation cards, and devises record slips on which each group reports its particular activity to the Central Committee.

**Finance.** It is the duty of this committee to plan drives for funds and to have charge of their distribution; to advise on such matters as insurance, public liabilities, and legal responsibilities.

## At the Point Place Community Center

THE POINT PLACE Community Center in Toledo, Ohio, was formerly a high school building. Abandoned by the Board of Education, it was renovated and put into condition by WPA, and is now being used as a training school for WPA recreation leaders and also for community purposes. Its sponsors are the Toledo Recreation Department and the Point Place Community Council. In addition to the office space and classrooms provided, the building is equipped with a gymnasium and stage.

Recently the United States Naval Department established a naval reserve training school at Bay View Park for about eight hundred men. The Point Place Community Council, in cooperation with the WPA Recreation Project of which James R. Inman is District Supervisor, has organized a recreation program for the men stationed at the

*(Continued on page 529)*

When refreshments were served at the opening dance at the Community Center



# Seattle Swingsters

By T. O. HOAGLAND  
Golf Manager  
Seattle Park Department

**S**WING AND RHYTHM have taken on a new meaning in Seattle, Washington, now that Junior Golf has become a recognized part of the recreation program. More than a thousand young swingsters are toting their clubs along the city fairways and driving away with all the enthusiasm of their fathers. And what's more, they're learning the fundamentals from the best of the city's professionals.

Starting from scratch in the spring of 1940, park and school leaders set up a program which now includes 1,426 students from Seattle's nine high schools and a teaching staff of fourteen professionals. A six-point plan was originally agreed upon and has been the basis for the program:

1. The Junior Golf Program must have interest and appeal.
2. Cooperation of all agencies involved is needed.
3. Supervision is essential in every phase.
4. When the program is set up, there must be provision for continued opportunity to develop.
5. The cost for participation must be kept low.
6. Students will be allowed to register for the classes only on their own volition.

When first discussed, the plan met with enthusiasm from the high school authorities, although certain obstacles had to be overcome to assure final acceptance. The initial and operating costs were reduced to a minimum to insure student participation, because the school system had no available funds for that purpose. Officials of the Park Board also cooperated and offered the services of the city golf manager in carrying out the program.

All the golf professionals within the metropolitan area were invited to a meeting at the Washington Athletic Club where the plan was outlined to them. Golf was to be introduced into the physical education schedule if these men would cooperate. A teaching plan was discussed and every professional offered his services in coaching the students. A class schedule was arranged at the meeting and assignments were made at the school nearest each professional's club.

The next problem was to secure used clubs—hundreds of them. Only a city-wide campaign through the golf clubs could bring this need before the club-swinging public. Leaders went to work, posters and publicity material were furnished by

the National Golf Foundation, and the slogan "You can't take 'em with you" soon became the by-word on every course.

A medal play tournament on full handicap was arranged at each of the city's fifteen golf clubs in an effort to persuade Seattle golfers to part with their old clubs. The entrance fee was one or more used clubs or \$1.00. A special rule, taken from the Inter-city Sweepstakes Association, stated that all scores posted by four or more strokes less than the par of the respective course would go into a final play-off to determine the winner.

A mimeographed sheet outlining the conditions of play was given to each contestant so that no misunderstandings resulted. The pros handled all details, such as posting scores and accepting entries, and the Seattle Golf Association sponsored the entire tournament.

Wooden cups became the coveted prizes for the low net score in both men's and women's divisions at each course, private, semi-private, and municipal. Wood for the cups was donated by a local lumber company and the boys in the manual training departments turned the blocks of gum wood into loving cups.

Nearly 800 clubs for use in the junior promotion were donated by players in the three week competition. Twenty-one caddy bags and \$3.00 in cash were also collected from the adult players. Each club that came into the pro shop was cleaned and repaired before being released to the school district warehouse where distribution was made on a ration basis. Wooden racks, floor mats and cotton balls were furnished by the physical education department and by the middle of September the first classes were under way.

The physical education instructor at each school handles the class organization by calling roll and arranges whatever facilities are needed by the professional. The golf chart series furnished by the National Golf Foundation have proved invaluable.

Enthusiasm was evident from the beginning, and it is often a question as to whether the pros or the youngsters get the more thrill from these classes. The attitude of the coaches has been very

(Continued on page 529)

# Aurora Holds Its Annual Doll Show

IT IS QUITE USUAL to see "hold-out" groups at baseball games, boxing shows and dramatic performances, but it may be surprising to learn that in Aurora, Illinois, the longest hold-out crowd is accredited to a doll show.

Early in each December on the last day of the doll show, a Sunday afternoon, for nearly two hours people are lined up through the hall of the building and for nearly a block down the street. There are a number of reasons which account for the amazing popularity of this show which people pay ten cents apiece to see.

The people of Aurora, in the first place, do not come to the show to see rare, beautiful, or expensive dolls, for the dolls are all the same and are purchased at a wholesale cost of twenty-five cents each. The interesting thing to the public is that each show has a theme, and the various groups taking part dress the dolls and furnish standard size booths depicting some phase of the theme. In 1938 the theme was "From a Fairy Tale." Many fairy tale characters were displayed and there was a wealth of material from twenty-nine exhibitors. In 1939 the theme was "From the Pages of History," and the exhibitors increased to sixty-three. Last year's theme was "From the Story Books of Little Children," and a maximum number of seventy-six groups took part in the project.

Another reason for the popularity of the Aurora doll show is the ticket sales campaign, the proceeds of which are allotted to the organizations participating who sell the tickets purchased at cost. The cash admissions paid at the door are kept by the Recreation Department to cover the expense of the project. Last year, with seventy-six participating groups, there

The annual doll show in Aurora is always a winter event, and a very popular one!

By RUSSELL PERRY  
Playground and Recreation Department  
Aurora, Illinois

were more than eight hundred people selling tickets.

Each organization taking part receives a copy of the mimeographed rules which are in force. Contacts are made with the groups by the Department, and on their agreement to take part each group decides the title of its booth, the number of dolls needed, and the number of tickets desired. Organizations interested in the program include garden clubs, women's clubs, Parent-Teacher groups, Sunday school classes, Girl Scout troops, Girl Reserves, and school groups.

## Rules of the Contest

Among the rules in force are the following:  
Classifications for competition shall be:

Junior division—elementary school age groups  
Intermediate division—high school age groups  
Senior division—out-of-school age groups

Judging is based on the following points: (1) originality; (2) accuracy of portrayal; (3) stressing of detail.

The scenery and clothing must be made by girls within the age groups.

There shall be no fewer than three dolls in each scene. As many more may be used as is desired.

Scenery for booths must fit into the following

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# Colored Citizens Present Music Festivals

THE JUNE festival chorus has become a well established part of the musical life of Cincinnati, Ohio. About three hundred Negro citizens took part in the concert held at Eden Park on Sunday evening, June 8, 1941. The chorus had been rehearsing since the first of October under the local director, Dr. Artie Matthews. Dr. Clarence Cameron White of the staff of the National Recreation Association was in charge of the final rehearsals and directed at the concert. About five thousand people attended the concert, a larger number than at any previous concert.

The June Festival Association, which sponsors the chorus, is made up of some of Cincinnati's most musically-minded citizens. Harry Glore, Supervisor of Music for the Cincinnati Public Recreation Commission, serves as secretary of the Association.

Careful publicity preceded the music festival. Handbills and placards containing the photographs of the

## Music festivals are popular events in Cincinnati, Ohio, and New Haven, Connecticut

conductor and guest soloists and information about the festival were distributed at churches and other centers. Through the cooperation of a number of schools, the hand-

bills were sent in to homes through the children of the upper grades. Speakers were assigned to present the June festival to the congregations of twenty-one of the leading Negro churches, and addresses were made before a number of meetings. The Cincinnati Street Car Company carried the announcement of the festival on the public events calendar in the street cars for a week or ten days prior to the concert. The Superintendent of Schools included an endorsement of the festival in his weekly bulletin to all of the public schools, and letters sent to approximately 275 ministers by the Council of Churches also gave strong endorsement of the festival. Announcements were carried over the radio as well.

On July 31, 1941, the City-

(Continued on page 529)

About 300 individuals took part this year in Cincinnati's music festival



Courtesy Cincinnati Public Recreation Commission

# It's Being Done in Nature Recreation

## Cap'n Bill's Column of Nature-Grams

**BORN NATURALIST.** George E. Moore is Chief Naturalist for the Missouri State Park Board and is stationed at Meramec State Park, Sullivan. For twenty-seven years Naturalist Moore worked in a creamery. His Boy Scouts awakened him with their ever-searching nature questions. For seven years he found himself publishing a nature paper, "Outdoors," for the Lebanon Nature Club. His hobby next had him as editor of the "Bluebird" for the Audubon Society of Missouri. Today he is ranking park naturalist because Boy Scouts ask questions. His column, "A Touch of Nature," appears regularly for the rural *St. Louis Post Dispatch*. Folks who risk nature-hobbying better look out. It might lead to a profession—an outdoor one at that. He says that he gets but a fraction of his former salary but that other satisfactions are priceless.

**Conservation.** Teachers Manual—No. 1. Introduction and Background; No. 2. Soils and Soil Conservation; No. 3. Conservation of Water Resources. Prepared under the direction of educators, scientists, and conservationists. Issued by Missouri Conservation Commission, Jefferson City.

**Forestry.** "Michigan 4-H Forest Ranger Club," first year project, Michigan State College, Extension Division, East Lansing. A forest conservation program.

**Grand Canyon.** "West Rim Drive," 14 pp. illustrated Guide Leaflet No. 3. Also "Desert View to Grand Canyon Village," 12 pp. Guide Leaflet No. 2. National Park Service.

"Indians of the United States," Clark Wissler, Curator of Anthropology, American Museum of Natural History. Doubleday, Doran and Company, 306 pp. \$3.75.

**National Park Ranger Naturalist Service.** The reason that this program was not cut out in 1940 was due to the millions who had profited by the

nature service. A public nature guide is the direct representative of the federal, state, or civic government. If the people see the benefits of a program they will support it. Making friends is important.

**Natural Resources.** The Inter-American Convention on Nature Protection and Wildlife Preservation has been ratified by the Senate. The treaty calls for the establishment and extension of national parks and nature areas which will preserve natural wonders, exceptional scenery, and outstanding scientific places. Interuse of these parks of seventeen American republics will result in improved hemisphere relations and mutual good will.

**Nature Knights** is a system of activities and awards for any organized youth group in Missouri interested in a conservation program. A Walt Disney pledge card in colors and Conservation Bulletins Numbers 10 and 11 describe the plan in detail. Progressive educators will recognize good deeds as of more value than artificial rewards. For information write Conservation Commission, Jefferson City, Missouri.

**Nature Stories for the Bookshelf.** Seeds and Seed Travels, Insects, Rocks, are some of the list by Bertha Morris Parker of the Laboratory School of Chicago University. Colored illustrations. Row, Peterson, publishers, Evanston, Illinois. \$.25 each.

**Pueblo Indians.** Bandelier National Monument, New Mexico, has interpretation service in which competent ranger-archeologists accompany visitors to the various ruins. No one is allowed to enter the ruins unless accompanied by a guide. The museum has cases arranged to tell the logical story of the prehistoric Indians of the area, and the ethnology of the regions is related at the evening campfire by members of the staff.

**Roadside Development** is more than cutting with a bush scythe to grow an

### A MESSAGE FROM CAP'N BILL

**Nature-Grams.** Let's do something about them! There are different types of techniques for dealing with nature-grams, with the staff or in a current events period. The most valuable are: (1) A discussion meeting on what shall we do first, second, etc., in our town. (2) A news survey—a discussion of what is going on in our town. (Perhaps you will discover nature-grams for this column.) (3) Background exploration. Review nature-grams and find similar situations in the remote past. (4) Professor Quiz. (5) Debate. (6) Panel discussion. Have a prearranged topic for a round table discussion. (7) Drama—A kind of a legislative assembly or Cabinet meeting, or drama about the proposed trailside museum.

annual crop of stubble and rank sprouts. Native shrubs are the most desirable. Bayberry, sweet fern, field junipers, sumac, and huckleberry are ideal for dry sterile soil. Mountain laurel and flowering dogwood are worthy. Sweet pepper-bush, spicebush, and black alder are well suited to grace moist places.

*Rose Society.* A member of a certain Rose Society recently said emphatically: "I wish that the speaker had spoken in English!"

*"Science Calls to Youth,"* a guide to career-planning in the sciences, Raymond F. Yates. D. Appleton-Century, New York. 205 pp., illus. \$2.

*Science Centers* provide a place in which science clubs may gather. Middletown, New York, has science fairs; Rochester, New York, broadcasts; and a Massachusetts manufacturer offers his laboratories. For further information on these groups write to Henry Platt, director of the Science Clubs of America, The American Institute, 310 Fifth Avenue, New York City.

*Science Clubs of America.* Affiliation by a \$2.00 fee for twenty members brings valuable materials and 128 page Science Handbook for 1942. For information write Science Service, 1719 N. Street, N. W., Washington, D. C.

*Scoutcamp.* Philturn, a Rocky Mountain Scoutcamp, a wilderness reservation, was presented to the Boy Scouts by Waite Phillips. Located near Cimarron, New Mexico, it offers pack trips, trail making, wildlife studies, and other techniques of outdoor living.

*Snakes.* The Ross Allen Snake Farm, Silver Springs, Florida, was started by an amateur collector. Folks commenced to come and see the snake man. He now charges 35 cents admission and has hundreds of visitors. He has a laboratory display, a great variety of live snakes in pits, takes visitors on trips, and puts on a snake show and lecture in the afternoon which includes the milking of a rattlesnake.

*Town Forests.* Fifteen hundred communities in the United States own forests ranging from a few acres to 60,000 acres. Seattle boasts a unit of 67,000 acres. Sixteen states have laws permitting communities to operate forests for timber growing. Recreation is important in these town forests.

*Trees.* "A Guide to the Trees" by Dr. Carlton C. Curtis, professor of botany at Columbia University, for more than a quarter of a century, like the trees themselves, has stood the test of time. The eighth printing has just appeared for \$1.50, Greenberg: Publisher, New York. Illustrated, simple, and pocket size makes it practical for the average man forest bound.

*Trumpeter Swan.* From a census count of 33 in 1934 to a total of 211 in 1941, this practically extinct bird shows signs of holding its own, according to the Fish and Wild Life Service.

*Weather Service.* How about a weather club which will serve the recreation department? Not only picnickers would benefit. The first frost, the muddiest, the windiest, the sunniest, the snowiest, the hottest times, and so on, each has its chief sports. There's a correlation. Following the planets in December skies, kites, weather vanes, war-and-weather stories, sun spots, looking at the weather weeks ahead, are suggestive items. The Weather Bureau lends volunteer observer's apparatus.

NOVEMBER

"... When the leaves have fallen and before the Ice-king yet is here, there come for a little while the calm dreamy days when the Great Spirit is smoking His pipe, and the smoke is on the land. The Redmen call them the smoking days, but we call it Indian Summer."

*Ernest Seton Thompson*

year old girl, and editors of similar age tell about model airplanes, radium, silkworms, and sea aquaria. It is suggested that there be an exchange of these excellent Junior Publications. Watch *Nature-Grams* for announcements.

*Wilderness Values.* Aldo Leopold, professor of biology at the University of Wisconsin, is keen in observation and vitriolic in expression. "Wilderness shrinks as motorized recreation expands. Most tourists have no gadget inhibitions. Witness now the rubber boat for fishing the last virgin trout hole. In the same category are the sign-boarded trail, the synthetic fireplace, the piped spring. Defense of the wilderness was once conceived to be defense against frontal attack from road builders and promoters of recreational cipherage. We ought to have that aptitude for illusion which enables small boys to fish in washtubs. Quality of participation, as well as quantity, is important."

# Leisure Time and Physical Education

By JAMES P. IAMS

Men's Physical Education Department  
Antioch College

In FEBRUARY of this year the Physical Education Department of Antioch College sent a short questionnaire to all Antiochians graduating since 1920. The purposes of the questionnaire were:

- (1) To find out what activities are preferred by our graduates for their leisure-time use
- (2) To determine how the physical education program in college has affected their present choice
- (3) To elicit suggestions and criticisms regarding our program.

The prime importance of the data collected is to give the Department a valid basis for evaluating its work and to see whether it is adequately meeting the after-college needs of Antioch students.

Some 800 graduates were interrogated and 437 replied, making the percentage of returns roughly 54. Of these replies, 267 were from men and 172 from women. The findings of this study proved very interesting. The following table shows the eleven most popular post-college activities in order of preference, and also the amount of college instruction received in those activities:

MEN		Received Instructions or Coaching in While in College	WOMEN		COMPOSITE OF MEN AND WOMEN	
Activities Regularly Engaged in (Post-College)			Activities	Instruction	Activities	Instruction
Swimming	33.4%	2.6%	Swimming	33.7%	34.0%	5.1%
Tennis	22.2%	33.9%	Gardening	20.4%	19.4%	30.2%
Bridge	21.9%	4.2%	Picnicking	20.4%	19.0%	3.0%
Golf	20.0%	32.0%	Hiking	17.4%	18.5%	1.6%
Hiking	18.1%	1.5%	Tennis	15.1%	17.8%	5.3%
Gardening	17.4%	1.1%	Bridge	15.1%	16.0%	36.6%
Music	13.6%	12.4%	Handcrafts	14.5%	13.0%	13.5%
Skating	12.4%	0 %	Music	12.4%	Picnicking	12.6%
Social Dancing	12.1%	5.7%	Bicycling	10.5%	Social Dancing	11.4%
Bowling	11.7%	1.1%	Social Dancing	10.5%	Skating	10.9%
Photography	11.3%	1.1%	Golf	9.9%	Bowling	10.5%
				43.6%		4.6%

Table No. 2 shows the ten activities in which graduates received the most instruction or coaching while they were in college, and—in comparison—how often these activities were regularly engaged in after college.

MEN		Participated in Regularly After College	WOMEN		COMPOSITE OF MEN AND WOMEN	
Instruction Received in College	Participated in Regularly After College		Instruction Received in College	Participated in Regularly After College	Instruction Received in College	Participated in Regularly After College
Touch Football	57.4%	2.3%	Basketball	73.3%	Basketball	61.2%
Volleyball	55.1%	4.9%	Field Hockey	72.8%	Volleyball	58.0%
Basketball	53.2%	4.2%	Volleyball	62.3%	Softball	40.5%
Softball	51.0%	6.4%	Archery	45.4%	Gymnastics	37.6%
Gymnastics	37.0%	2.3%	Golf	43.6%	Golf	36.6%
Soccer	36.6%	0.4%	Gymnastics	40.7%	Touch Football	34.9%
Handball	34.7%	7.2%	Softball	37.2%	Field Hockey	31.4%
Tennis	33.9%	22.2%	Badminton	27.9%	Baseball	31.2%
Boxing	32.6%	.01%	Tennis	25.0%	Tennis	30.2%
Golf	32.0%	20.0%	Track	20.3%	Track	27.1%
				.00		.00

These data show that instruction in team sports has been emphasized heavily, in most cases, and that graduates have used this instruction to a very limited degree after college. This result was expected, and there is a good deal of argument in its

favor. Team sports provide the chief medium for college athletic competition. Participation in such sports helps to develop students socially, physically, and mentally. It is in this area that boys and girls really play together and achieve together. At

Antioch, over 90% of the student body engages in some form of team sports in the intramural program, as contrasted to the limited number playing team sports in most colleges. In general, although team sports are used only seldom after college, they play a very vital part in college life.

The Department recognizes the significance of these seemingly lopsided facts. Of the three years required in physical education, only one is devoted to team sports. The remaining two years are devoted to individual sports. Few students coming to Antioch have ever before received any formal instruction or coaching in these team sports, as most high schools provide coaching and instruction only to those students on varsity squads.

Even instruction in individual sports does not entirely solve the problem for students after college. At that time, lack of facilities and the expense of certain sports may well curtail their use. Tennis, golf, and badminton are the most popular individual sports at Antioch today. All of these, however, are notably expensive both in equipment and facilities. Also, there is a factor of skill. One may desire to play tennis or golf and be able to afford it, but still he may resist the urge because he does not play well enough. For that reason, it may be that the Department should undertake more vigorously to have students reach a higher degree of skill in one or two sports before leaving college. There are many arguments for and against this thesis. We tend to leave it more or less up to the student.

It is interesting to note at this point the activities in which graduates wish now that they had received more instruction while they were in college. In order of preference they are:

MEN	WOMEN
Swimming ..... 31.7%	Swimming ..... 41.3%
Golf ..... 31.3%	Tennis ..... 33.2%
Tennis ..... 29.8%	Golf ..... 29.8%
Photography ..... 18.1%	Riding ..... 29.1%
Badminton ..... 16.6%	Handcrafts ..... 26.8%
Bowling ..... 15.1%	Bowling ..... 22.5%
Music ..... 13.6%	Photography ..... 20.9%
Riding ..... 13.2%	Music ..... 20.4%
Social Dancing ..... 11.3%	Winter Sports ..... 19.8%
Handball ..... 10.9%	Badminton ..... 19.3%

In answer to these data, it is to be said that instruction is now being offered by the Department in all of these activities, if it is at all possible. Our facilities for swimming, riding, and winter sports are very limited. We are leaving music, handcrafts, and photography up to the various hobby organizations.

Another phase of recreation which is significant is the activities in which men and women may engage regularly with members of the opposite sex. Antioch graduates have had this experience in the following activities in order of preference:

MEN	WOMEN
Social Dancing ..... 51.0%	Social Dancing ..... 48.3%
Bridge ..... 48.9%	Swimming ..... 33.7%
Swimming ..... 41.2%	Picnicking ..... 34.7%
Picnicking ..... 32.8%	Hiking ..... 30.2%
Hiking ..... 26.4%	Ping-pong ..... 21.5%
Ping-pong ..... 23.0%	Tennis ..... 18.6%
Tennis ..... 19.3%	Bicycling ..... 16.8%
Music ..... 18.1%	Badminton ..... 15.7%
Skating ..... 17.5%	Bridge ..... 15.9%
Badminton ..... 16.2%	Handcrafts ..... 15.7%
Bowling ..... 14.0%	Music ..... 15.7%

Co-recreation develops mutual enjoyment, respect, and confidence on both sides; playing with each other and against each other helps boys and girls, husbands and wives, and parents and children to know each other better. Students should be encouraged to appreciate this side of sports. In our current program mixed classes have been conducted in badminton, bait casting, fencing, dancing, rifle shooting, bowling, and tennis. Hall organizations have been encouraged to play mixed games in field hockey, volleyball, and softball. Another step in this direction was the introduction of a class in badminton for faculty wives. It is possible that even more can be done to promote co-recreational activities.

Recreational, civic, and avocational activities other than sports play a satisfying and necessary role in post-college life. The activities of this type engaged in by our graduates are:

MEN
Professional organizations ..... 29.4%
Church and religious organizations ..... 19.3%
Reading and discussion groups ..... 15.9%
Civic Clubs ..... 13.2%
College alumni groups ..... 9.4%
Fraternal organizations ..... 6.8%
Hobby clubs ..... 6.8%
Political organizations ..... 6.4%
Community charity work ..... 4.5%
Study clubs ..... 41.0%

WOMEN
Church and religious organizations ..... 19.8%
Study clubs ..... 16.3%
Reading and discussion groups ..... 14.5%
Professional organizations ..... 12.2%
Civic Clubs ..... 12.2%
Hobby Clubs ..... 9.3%
Red Cross work ..... 9.3%
College alumni groups ..... 7.0%
Community charity work ..... 7.0%
Political organizations ..... 4.7%

At Antioch, three years of physical education are required for graduation. There is always much discussion among students and faculty as to the

validity of this requirement. The Department feels that in reality the requirement is too little. The physical make-up of each individual plays an important part in his life, along with his mental achievement. To be symmetrical, one should be equally developed along both lines. Many students let their physical development and achievement suffer, and, as a consequence, many graduates wish now that they had been required to do more in this area.

The results of this questionnaire show the following about the present three-year requirement: 18.5% thought it was too little; 70.5% thought it was correct as it is; and 5.5% thought it was too much.

The Department concludes from these findings that it is in general serving fairly adequately the college and after-college needs of its students (in so far as it can, due to limited facilities in some sports) in the areas of team and individual sports. The three years of required physical education are needed in most cases to give students an enjoyment level of skill in team intramural sports and two or more individual sports. It is still debated by authorities in the field whether a student should achieve a high degree of skill in one or two sports, or a limited degree of skill in several different sports. In any event, the present amount of time will be needed to pursue either course.

Although an adequate job is being done in the areas of team and individual sports, it is found quite conclusively that these types of sports are not being engaged in to as great an extent after college as are other activities—bridge, gardening, hiking, social dancing, photography and so forth.

To be completely successful, every department should meet both college and after-college needs of its subject matter. To rectify this situation partially, the Physical Education Department has suggested the introduction of a fourth-year course which would be designed primarily to teach adult recreation activities. There are many good arguments unfavorable to this plan. One is the difficulty of arousing a student's interest in activities in which he has not a great interest at this stage of his development. Some graduates feel this is possible; others do not. Another barrier is the matter of academic credit. Some of the faculty feel that academic credit should not be given for such work. There are still two alternatives: (1) to include some of these activities in the third year for students who have already mastered the requirements; (2) make our college hobby clubs, such as

the Camera Club, more active and more educational, and to form new clubs of this kind.

Something is being done along both these lines at present. Bait casting and rifle shooting are now being offered as elective third-year activities. Dance groups, a camera club and an outing club have been organized to meet other needs. Obviously more can be done in this area, but a fourth-year physical education course would make the activities more unified and give them more significance in the eyes of many students.

The graduates have this to say about a fourth-year course devoted to adult recreational activities: 11.7% indicated it should be a required course; 77.5%, that it should be offered as an elective course; and 6.7%, that it should neither be required nor offered.

### What the Students Say

The summary of the findings of this study would not be complete without quoting some of the remarks on the subject made by graduates. Some comments from women were:

"My main criticism is that I spent too much time on sports that require a good bit of skill, yet not enough time to become good at any one."

"It is my experience that body-building exercises are very helpful toward acquiring a feeling of adequacy in sports, and thereby real enjoyment of the game and the physical activity."

"After one leaves college, one's center of interest changes. My time is taken up with my duties as a housewife, and my extra time is devoted to volunteer work and reading. However, I have always felt Antioch's education program was excellent and that I learned a great deal from the P. E. program. If in the future I may have more of an opportunity to participate in sports, I believe the fundamentals learned at Antioch will be more than adequate."

"I owe a lot to the physical education program at Antioch—I'm sure I never would have learned to enjoy participating in group or individual sports without it. I had always hated sports in high school because I wasn't very good at them and only the best players got any attention or recognition. At Antioch, everyone seemed to enjoy himself and participate whether expert or not, so I joined in and learned that I could do some things in athletics if I tried. Though I seldom participate in any group games now, I wouldn't give up having had the experience and fun in college of playing hockey, volleyball, basketball, etc."

Some men's comments were:

"Dislike required gym program. Would rather have it available to use at own desire and pleasure—recommend fewer team sports."

"Feel that physical education should not attempt to

*(Continued on page 523)*

# Basketball for the Employed Girl

By EVELYN A. HINTON

University of Wichita

IT IS RATHER difficult to find out how many employed girls choose tennis, golf or swimming as leisure-time recreation. On the other hand, several years ago an estimate was made as the result of a survey that there are seventeen hundred girls playing basketball in fourteen leagues located in eight states of the central district. Apparently somewhere in the early training of these young women they had acquired a taste for a team game in which they maintained an interest after their school days were over. In a national survey completed about the same time it was found that there were over three hundred thousand school and college girls in the country playing basketball, in spite of a low percentage of returns from the questionnaires sent out.

Basketball is probably the most popular team game played by girls in high school and college in the United States today. It is apparently a sport that many do choose and many more would choose, if offered the opportunity to participate in it during their spare time. The question of how and under what conditions such opportunity to play is and should be offered is a burning one. Organizations that are sponsoring basketball have found many problems.

The millennium in a sports program for leisure time will come when players can form their own organizations and draw coaches and officials from their own groups as need arises, with the desire for these activities created through training and participation in school programs of physical education. When this happy goal is reached it will no longer be necessary for the government or local organizations to coax people into the play space they have provided and then strive to keep them there by exhibiting many and varied things to hold their interest. Large cities at the present time probably do offer more opportunities to play for a girl whose chosen sport is basketball, for instance, than does the smaller city or town. Such cities have made recreation their responsibil-

ity and support it by public taxation. Baltimore, Maryland, for example, has a number of basketball leagues for girls conducted as part of their city-wide recreation program.

It is, it would seem, in the small cities and towns that most of the problems exist. Where can we play? Whom can we get to coach us? How can the expenses of a team or a league be financed? All these are very common questions. Of the private organizations it is probable that churches and Y.W.C.A.'s furnish the largest number of gymnasiums free of charge. The Y.W.C.A.'s also lead the list in the sponsoring of leagues, which are made up for the most part of teams representing Sunday schools. In most of these instances it will be found that a team entrance fee to a league is charged and that this money is used in paying officials and defraying other expenses.

In order to play on a church team there is often a rule to the effect that the player be a member of a Sunday school class and attend this class a certain number of times a month. The coaching the team receives is very limited. In some instances the team has one practice a week in addition to the weekly game. Because of the scarcity of volunteer women coaches quite often a man acts as coach. In many larger communities the church has its own gymnasium and the problem of somewhere to play is easily solved.

As the result of the survey previously mentioned, some of the problems listed and general comments on the conduct of leagues were as follows:

Heading the list, as already stated, was the difficulty experienced in obtaining women coaches and officials. Training courses and officials' rating boards are undoubtedly the best solution of this problem. Meetings of coaches and officials for the discussion and interpretation of rules are of great value, and where it is not possible to have a training course for volunteer coaches and there

(Continued on page 525)

December 1941 will mark the beginning of the fiftieth anniversary of the invention of basketball. It is an appropriate time, therefore, to call attention, as this article does, to some of the problems faced by those interested in promoting basketball for girls and women. The article was submitted by the Women's Rules and Editorial Committee of the Women's Athletic Section, A.A.H.P.E.R., which is working to set high standards in the conduct of athletic games and sports for girls and women.

# WORLD AT PLAY

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## Some Novel Ideas from Scranton

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vania, where a carrying case was made for the WPA art instructor which included twenty-four drawing boards of three-ply wood, twelve sets of Devoe's water colors with brushes and drawing paper. This equipment has increased tremendously the interest in art work on the part of the playground children.

Another novel idea is the portable playground library. This consists of book shelves with solid doors which can be closed and locked. The shelves are about four feet high and thirty inches wide, with handles on either side. The top shelves are planned for books of regulation size and the bottom shelves are partitioned so that they will hold magazines. This is an NYA project sponsored by the public library.

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## American Education Week Observed

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for a Strong America" will be the theme of the week. "Building Physical Fitness," "Strengthening National Morale," and "Enriching Family Life" will be the subjects considered on three of the days of the week. Further information and literature describing ways of observing it may be secured from the National Education Association, Washington, D. C.

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## Recreation in the National Forests

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increasing use of the recreation facilities in the national forests. As an example, he states that the people of Ogden, Brigham City and Logan, Utah, made 305,465 visits in 1939 to the near-by canyon picnic areas and camp grounds in Cache National Forest. Residents of Salt Lake City and adjacent communities paid 878,830 visits to Wasatch National Forest to enjoy the recreation facilities. "The rapidly growing use in the national forests by people from the cities seeking winter recreation," says Mr. Nord, "is vividly illustrated by the

AN interesting suggestion for the art program comes from Scranton, Pennsyl-

fact that in 1939 they made 226,449 visits to these areas, while in 1940 this number had grown to 240,682."

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## A Bicycle Club for Girls and Women

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THE READING, Pennsylvania, Department of Public Playgrounds and Recreation has organized a bicycle club for young women between the ages of twenty-five and thirty-five years which is under the leadership of the Supervisor of Girls' and Women's Activities. There are no officers in the club but a committee of five girls plans in advance a three months' schedule. This committee is selected by the Supervisor of Girl's and Women's Activities who changes the committee every six months. There are no dues, and any expenses incurred are met by the girls. Rides are scheduled twice a month, and one event each month is usually a planned social affair.

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## AMERICAN Education Week will be celebrated November 9 to 15, 1941.

"Education

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## Barge Cruises on the C. and O. Canal

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MENTION has been made in RECREATION of the transformation by the National Park Service of the old Chesapeake & Ohio Canal into a recreation area. With the reconstruction work completed, the National Park Service last July inaugurated a series of barge cruises on the ancient waterway which terminates in Washington. The barge, which accommodates about forty people, is drawn by a horse.

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## The Crotona Park Boosters

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AT EACH of the playgrounds located at Crotona Park, New York City, an organization known as the "Crotona Park Boosters" is engaged in maintaining the beauty and general neatness of the park. Membership is open to children under eighteen years of age who are interested in enforcing four standards—cleanliness, prevention of vandalism, participation in recreation activities, and safety. Each child enlisted as a booster becomes a voluntary helper of the Department of Parks, Police and Sanitation and is entitled to wear the official badge. Four thousand boys and girls have become active members, and there has been a decided curtailment in such van-

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dalism as smashing lights, carving names on benches and trees, and displacing fixtures. There has also been a drop in playground accidents.

A competitive point system is used to determine the standing of the various playgrounds and scores are posted weekly. Individual points are credited to members of playground teams in interplayground competition, to members of safety and sanitation squads, to active members of newspaper staffs, and to participants in essay, poster, and photographic contests.

**Homecoming Day at Hobbytown**—In August, 1941, two mayors met and talked together when Mayor David Cody of Hobbytown extended a personal invitation to Mayor Scully of Pittsburgh to attend Hobbytown's annual homecoming celebration held the end of August.

Hobbytown is located at the Irene Kaufmann Settlement in Pittsburgh and boasts a population of between five and six hundred citizens. The "town" is supported by factories, ruled by this local government and served by its own newspaper, the *Hobbytown Dispatch*. The factories pay their workers with Hobbytown money, ac-

cording to the number of working hours. The police force keeps law and order in the town, and all cases of misdemeanor are tried before the judge and a picked jury. Convicted crimes are punishable by hard labor or a Hobbytown money fine.

The homecoming celebration this year was called "V" Day. Every hour of the day was scheduled, and the program included exhibits of factory items, a dance revue, a swimming party, games, a track meet, a band concert, and a dance. The event marked the climax of the summer activities at the Irene Kaufmann Settlement, where for two months children from the ages of seven to sixteen worked and played together. A factory is devoted to each type of project conducted—leather work, wood-work, metal work, weaving, sewing, model airplane construction, and the manufacture of novelties. Each factory has its own supervisor and policeman.

Hobbytown is in charge of Sidney A. Teller, director of the Irene Kaufmann Settlement.

**Community Forests Established**—Sixty-seven new community forests were established in the United States in 1939, and 81,000 acres were added to the total acreage of old and new community forests. The new forests were in the South, the East, the Middle West, and the West. There are now over 1,500 community forests in the United States.

**Recreation in CCC Camps**—Stanley J. Stann, District Recreation Officer, Sparta, Wisconsin, CCC District, in describing the recreation program conducted under his leadership, tells of the Sports Club organized in all the camps to improve camp activities, and of a recreation program based on interbarracks competition to encourage sportsmanship. Officers of the club are elected by the members.

The summer program included baseball, softball, volleyball, swimming, horseshoe pitching, tennis, relays, archery, shuffleboard, box hockey, tug-of-war, table tennis, outdoor wrestling, badminton, dart baseball, hikes, and picnics. Suggestions for various activities were sent to the athletic directors at camp from time to time, and periodically specialists were called in to give talks and demonstrations.

**A Junior Baseball Program**—The Chrysler Corporation of Detroit, Michigan, through its

## Basketball's Golden Jubilee

THE SEASON of 1941-42 will mark the fiftieth anniversary of basketball. To honor the memory of Dr. James Naismith, inventor of this popular game, the Naismith Memorial Committee has been created to raise funds to erect a suitable memorial to the man who contributed so much to American sports.

The memorial will be known as "the Temple of Basketball" and will include Basketball's Hall of Fame, an historical museum, and a modern basketball court. In the archives of this hall of fame will be perpetuated the names and accomplishments of the game's foremost players, together with documents, curios, souvenirs, and records of the sport.

The Naismith Memorial Committee plans to establish a network of "Golden Ball Games" through the Western Hemisphere in every locality where the sport is played. These games will be conducted in clubs, high schools, Y.M.C.A.'s, preparatory schools, A.A.U. Clubs, and similar groups. Wherever such games are held local authorities in charge will be asked to donate as their contribution to the memorial the proceeds of the contests. It is the hope of the Committee that one of the best home games of every basketball team will be designated as that team's "Golden Ball Game."

The focal point of celebration will be Springfield, Massachusetts, where at Springfield College Dr. Naismith invented basketball in 1891. The Committee will conduct its activities in that city, planning for an international celebration to begin in December, 1941, in which the United States, Canada, Mexico, and South American countries will take part. Dr. Lester A. Crapster is secretary of the Committee and may be addressed in care of the Naismith Memorial Committee, Springfield, Massachusetts.

athletic director, James F. Walsh, conducted a junior baseball program for boys from eleven to eighteen years of age. A total of almost 2,100 boys played ball each week in this program.

**Game Book Available**—The Department of Rural Sociology, New York State College of Agriculture, has made available a practical booklet known as "Games for 4-H Clubs, Home Bureaus, and Groups in the Home." Out-of-state residents may secure copies at five cents each from the Office of Publications, College of Agriculture, Cornell University, Ithaca, New York.

*Good Morning*, the dance manual which has met with unusual popularity, has been supplemented by our latest release, October 1, 1941:

### RECORDS OF EARLY AMERICAN DANCES

Ten of these Early American Dances recorded by Henry Ford's old-time dance orchestra, playing a popular form of American folk music, are now available.

These numbers are taken directly from the *Good Morning* book, and chosen for their rhythm, simplicity, and popularity, with a variety of quadrilles, circles, and couple dances, including a number of singing calls.

Please fill out the following blank for a catalog listing these records:

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Please send me a copy of your catalog listing Early American Dance Records.

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**A New Club for High School Girls**—On October 11, 1941, a new senior club for Camp Fire Girls was launched throughout the United States. Known as the "Horizon Club," it is designed to serve high school girls who may or may not have had Camp Fire experience. The purpose of the club, as prescribed by the Camp Fire Girls, is "to pep up personality, streamline looks, swap 'date' data, give community service, suggest career chances, and cope with other problems baffling the teen-age girl."

An attractive program book—"Camp Fire Girls Horizon Club"—has been issued and is available from the National Council of Camp Fire Girls, 88 Lexington Avenue, New York City, at 50 cents.



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**Training Course at the University of North Carolina**—The University of North Carolina, Chapel Hill, is initiating courses in the training of recreation leaders. Sponsoring the program of study are the following departments of the University: Art, Dramatic Art, Music, Physical Education, Psychology, Sociology, the Division of Public Welfare and Social Work, and the Extension Division. Further information may be secured from Dr. Harold D. Meyer, Chairman, Department of Sociology.

**A Folk Festival in West Virginia**—On April 3rd the University School of Physical Education and the Upper Monongahela Valley Association, in cooperation with community groups in the Morgantown, West Virginia, area, presented the second annual folk festival held at the West Virginia University Field House. There were 350 participants in this colorful festival in which community singing, square dancing, ballad singing, harmonica playing, and folk dancing were interpreted. There were no prizes, and the competitive element was absent. An audience of about 3,000 people was present. The program was presided over by Dean A. W. Thompson. "May your laughs be hearty and many, and your enjoyment of real American fun keen," said President Lawall of the University in his greetings to the group.

### PLAY MINI-GOLF

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## My First Party

By JO STRELSIN

I PINCHED MYSELF just to see whether or not I was awake. I must be dreaming! It simply couldn't happen to me! But it did. Coming home from school Larry Mallinson asked me to the Club's dance. I, who never had a real date in my life! Oh! I was so excited.

"Mother, Mother, it's come. I've got it!" I cried ecstatically.

"Well, I hope it isn't catching, dear. What is it?" she asked calmly.

"Oh, Mother! How can you sit there placidly peeling potatoes when my whole future is at stake," I exclaimed breathlessly.

"Say, would you mind telling me what all this is about?"

"Oh! Kathie! The most wonderful thing has happened. Oh! Kathie! I've been invited to the dance by Larry Mallinson. Just think of it! All the girls in this town crazy about him and he invites me," I said jumping up and down for joy.

"Hurray," she said boredly.

I pretended not to notice the way she took the news, though it hurt my innermost soul. But I had to get on the right side of her to wear her new gown. Big sisters always having the advantage of deciding whether the "youngsters" should wear their clothes. I think this is terribly unfair. I feel just as old as Kathie and I could look just as old too, almost, if I didn't have to wear such babyish clothes. But this was different. I must have her new gown, by hook or by crook.

After much persuasion (persuasion being my "miserable" tears and Kathie's loud protests) I got the dress—and the wrap.

Words can't describe my feelings as I dressed on Saturday night. I was rapturously happy. I had a beautiful dress, and a grand looking escort. What more could a girl ask for?

I bathed and dressed mechanically. I had held a steaming towel to my cheeks and then rubbed them with ice to make them redder. I can't use rouge because Mother would have a regular fit.

Then came the dress—a dream of white taffeta, sprigged with dainty pink and white buds. It came below the shoulders, with Alice blue velvet straps and trimming. I looked at myself in the mirror. Was this girl really me? Was this tall, slim (I shouldn't say it) but beautiful girl really me? I wrinkled up my nose and was actually surprised to see her do it, too!

I walked downstairs in a trance, deaf to Kathie's horrible warnings of the consequences I should have to bear should harm come to the dress.

The door bell rang and Dad answered it.

"Hello, my boy! Jean is all ready."

Larry helped me on with my wrap and opened the door for me.

I was on my way to the Club Dance with Larry Mallinson!

## Leisure Time and Physical Education

(Continued from page 517)

dabble with hobbies. Stick to individual sports and more calisthenics."

"Each graduate should pass a proficiency requirement in a sport he can follow after graduation. More emphasis on individual sports—golf, tennis, horsemanship—which give real exercise and are popular among people with a college background."

"My own feeling is that when in college we may not see the value of hobby activities, chiefly because they interest older people. Personally, I have regretted now not having had some training in these fields."

"I'm doing things now I never expected to do and can't see how you could have guessed while I was in college. I would have kicked at being required to learn stone masonry, cabinet-making, post-hole digging, garbage burning, etc.—most of which are a lot of fun now."

"Choice of activities should not be made entirely on what will be of value after graduation, although that should be the main emphasis. College life is an experience in itself and many fellows want team sports even if they know they won't be able to continue them after graduating."

"If there is any possible way of following up during the work period, it would be more beneficial than having required outside hours during the school periods, because the work periods approximate living conditions after leaving school. And if the habit of regular exercise in addition to regular work is learned, it will be carried on later without too much effort."

## A Polar Christmas Party

(Continued from page 487)

side lines cheering and encouraging the "team" of their choice.

Now comes the Virginia Reel, and then scramble dances and a Paul Jones. Once the guests begin dancing, the leader and Mr. and Mrs. Santa Claus may relax until refreshment time.

### Refreshments

All this while the wassail has been brewing in one of the igloos. Cider is the chief ingredient, spiced with cinnamon, a few cloves, and a little

## Magazines and Pamphlets

(Recently Received Containing Articles of Current Interest to the Recreation Worker)

### MAGAZINES

*The American City*, October 1941

"Recreation Planning for Low-Rent Housing" by Howard L. White

*Beach and Pool*, September 1941

"How to Make a Pool Pay" by C. H. Fieldhouse  
"Problems of Public Swimming for Negroes in Southern Cities" by Harry K. Parker

*Epworth Highroad*, August and September 1941

"Church Drama Club" (two installments) by Inez B. Alder

*Journal of Physical Education*, September-October 1941

"Changes in the Volley Ball Rules" by R. E. Laveaga

*The Physical Educator*, October 1941

"Bowling 'Em Over" by Vincent Farrell  
"Recreation as a Family and Community Problem" by A. A. Esslinger

"Teaching Guide for Co-educational Activities in Physical Education." Syllabus and bibliography for teachers of co-educational games and folk dancing

*Safety Education*, September 1941

"Standards for Athletic Protective Equipment" by Ben W. Miller

### PAMPHLETS

*A Brief School Guide*. Lists of junior and senior colleges, universities, boarding and day schools, elementary and secondary schools, and schools for specialized training.

Porter Sargent, 11 Beacon Street, Boston, Mass., price \$25

*A Central Volunteer Bureau in Defense*. Suggestions for organization and program

Association of Junior Leagues of America, Inc., New York, price \$10

*Flower Arrangement Made Easy*, by Dorothy Biddle and Dorothea Blom

Home Institute, Inc., New York, price \$15

*Indians at Work*. Monthly news sheet for Indians and the Indian Service

Department of Interior, Office of Indian Affairs, Washington, D. C.

*Kids and Crossroads*. Work of the Y.M.C.A. by C. W. Meredith, A. L. Crampton and E. M. Dinger

Young Men's Christian Association, Flint, Mich.

*Manual of Playground Drum Corps*. Selections for children's toy drum corps

Board of Park Commissioners, Minneapolis, Minn.

*Municipal Recreation*. Leisure-time activities in a California city

Recreation Department, Oakland, Calif.

*Notebook of Twenty-Ninth Conference of National Federation of Settlements*

National Federation of Settlements, New York City

*Portsmouth and National Defense*. Series of newspaper articles describing defense problems and activities in Portsmouth, New Hampshire; one paper on recreational facilities

The Portsmouth Herald, Portsmouth, New Hampshire

*Quiz and Puzzle Contests* compiled by James W. Moore

Boys Athletic League, New York

## National Recreation Congress Proceedings

- The Proceedings of the 26th National Recreation Congress held in Baltimore, Maryland, September 29 - October 3, 1941, will be of special interest at just this time because of the emphasis on defense recreation.

For an entire day, representatives of recreation committees of defense councils and similar groups, government officials and others interested in recreation for the men in uniform met to discuss their problems. These discussions will be reported in the Proceedings, as will the main addresses given throughout the Congress.

Summaries of the many section meetings on all phases of recreation will be included.

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National Recreation Association

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nutmeg. This wassail has been made in the traditional way. Apples are hung over the vessel low enough to catch the heat. They soften and drip into the wassail. With this Christmas drink there will be sandwiches, crullers, and Christmas cookies in all the shapes we remember from childhood—stars, chickens, rabbits, not forgetting our old friend, the gingerbread man.

Some guests may prefer a cold drink, so provide something, and by all means have a bowl of ice cubes into which have been frozen holly leaves and berries to give the holiday touch to the beverage.

Singers are chosen in advance from the group and they march around the room singing "Here We Come a-Wassailing," all the others joining in the familiar chorus.

This makes a fitting ending for a well-paced Christmas party, and if it is done with becoming zest we feel sure that your guests will wish to return again for a celebration at the North Pole.

## The Mountain Comes to Mohomet

(Continued from page 498)

centers the children are served chocolate and cookies by neighborhood groups.

Exciting events follow in rapid succession. Toy shops are opened at the community centers where children may send or bring old and discarded toys to be reconditioned for distribution at Christmas to less fortunate children.

Christmas fairs are held at each center the first week in December. Here ideas of all kinds for Christmas are presented—how to make an attractive gift from materials at hand; how to wrap gifts attractively with available materials; Christmas goodies; a novel Christmas tree; unique ideas for decorations. All these are displayed and instructions on "how to do it" are given at the handcraft classes. Each community center has a lighted outdoor Christmas tree. During the week preceding Christmas the children in gay red-hooded cotton capes sing carols around the tree and march along the sidewalks stopping to sing for invalids and other shut-ins of the neighborhood.

The weekly radio program presented by the children of the different community centers in December features Christmas songs and stories. Christmas plays and tableaux are given in all the centers and after-school recreation classes. The Christmas carol truck makes its rounds each night for the week preceding Christmas, and on Christmas Eve it makes a tour of the whole city. Christmas tree parties with a big tree, goodies donated by civic organizations, and gifts from the Christmas toy shops distributed by Santa Claus himself are held in the centers on Christmas Eve.

The entire organization of the Recreation Department volunteers its services for the Goodfellows Christmas Tree Party held at the municipal auditorium the morning before Christmas for the underprivileged white children of the city. The afternoon is given over to a similar party for the colored children. A continuous program is given by groups of playground children in gay Christmas costumes during the three hours the morning party is in progress and a similar program is presented by the colored playground groups during the afternoon.

The recreation staff has an old-fashioned southern Christmas breakfast on the Monday preceding Christmas Day with a Christmas tree and a program by the staff members. This breakfast takes

the place of the regular Monday morning staff meeting and is eagerly looked forward to each year.

During the holidays after Christmas a comprehensive program of activities is held at all the community centers. Christmas decorations remain until the New Year and all class work takes on the nature of a holiday party. The climax of this gay Christmas season is a Watch Party on New Year's Eve for all members of the community center family. And thus another year of recreation activities is ushered in "way down South in Memphis."

## Aurora Holds Its Annual Doll Show

(Continued from page 511)

dimensions: back scene — 45½" by 24"; left scene — 17" by 24"; right scene — 17" by 24".

One of the interesting features of the event is the distribution of the dolls when the show is over. The dolls are retained by the Recreation Department and last year were given to underprivileged girls at a city-wide party held the Saturday before Christmas in each of the high school gymnasiums. Last year there were 333 dolls available for Christmas distribution, a sufficient number to furnish each girl with a doll representing a character from a familiar story.

Aurora has found the doll pageant an excellent project for early December and recommends it to other cities!

## In the National Emergency

(Continued from page 496)

aid in the work of the society, to the end that it may become a strong force in the development of the professional interests of its members and in the advancement of the recreation movement.

To the officers and committee members of the Society I wish to express my sincere appreciation for cooperation and willing assistance during my term as president. Every member called upon to perform some service for the society has responded willingly and competently. The National Recreation Association has been helpful in many ways, and to its president, Mr. Howard Braucher, I express my sincere thanks.

I am grateful to the Society for the honor of serving as president during the past two years. Accept my best wishes for a successful and noteworthy meeting.

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## Basketball for the Employed Girl

(Continued from page 518)

is no rating board, such meetings are doubly helpful.

With regard to the general conduct of leagues, meetings of coaches and of all captains or managers, or both, make for harmony. Here such questions as the use of "pinch hitters" playing on more than one team, and of games with teams outside of the league can be discussed and general agreement reached.

The future offers many problems and possibilities regarding the provision of recreation for the ever-increasing amount of leisure time which the girls and women of America will have. Existing organizations must sponsor and volunteers must be found to direct and coach such activities as are already favored by large groups of people. Basketball is just a part of a year-round program, but it occupies a large and absorbing season.

One way in which the difficulty of finding women who are prepared to direct this sport and

others can be met by spending more time in developing leaders in high school and college. Develop more "whistle blowers" and encourage them to take an active part in leadership in the community. What becomes of the presidents of high school and college athletic associations and good athletes, particularly those who took a lively and active interest in basketball? This is a question worth investigation. An effort should be made to keep their interest alive and secure their help.

As physical educators we believe that the fruits of an all-round physical education program should find expression through an abiding interest in physical activities when school days are over, or else only half our objectives are ever attained. Basketball attracts a large group of young people and because it is played in a small space, compared to field hockey, for instance, there is a danger of developing the less desirable phases of keen competition. It is for this reason that the trained woman teacher of physical education is the logical one to supervise and advise in this activity. The criticism heard of many physical education directors is that they have lost their personal interest in the game and hence are unwilling to give additional time beyond their school duties to its development in the community. Keeping a sympathetic attitude and giving it practical expression, not only by setting up ideals but by helping to find and develop coaches and officials among their own students, would go a long way toward improving the basketball situation for girls who are no longer in school and who want to play the game.

### Recreation in West Hartford

*(Continued from page 502)*

The leisure-time program has given many persons the opportunity for the first time of experiencing the joy and satisfaction of doing community service, of becoming conscious of their town, and of contributing to the growth of the community and increasing the pleasure of living in West Hartford.

### Volunteer Service in a Recreation Program

*(Continued from page 506)*

and archery, community sings and drama productions. These are only a few of the events of the festival, and volunteer leaders are in charge of the development and operation of each event.

### Securing and Holding Volunteers

Volunteers receive their invitation to serve from a committee of Board members, and it is largely because of the enthusiasm of these members that there has been so great a degree of success in securing the right kind of leadership.

Supervisors on the park playgrounds are constantly alert to discover volunteers. For example, Mrs. Blank visits the playgrounds and in the course of conversation states that she taught public school music a few years ago. The supervisor seizes the opportunity to ask Mrs. Blank if she would be interested in coming to the playgrounds several times a week to direct the chorus. In most instances she is interested, the schedule is set, and that particular playground has a chorus for presentation at its community show. This is true of other activities such as swimming, storytelling, photography, and dramatics.

A card index is kept giving information on all outside talent used for community shows. Each year this is slightly changed. New groups call and ask to put on shows, their names are included in the file, and others are eliminated. If the file is kept up to date as new talent comes in and others discontinue activities, it is a simple matter.

At times park department workers attend performances of commercial entertainers, and if the type of entertainment is desirable for the community shows they talk with the performers about the possibility of their appearing on park programs. As a rule they are glad to do this.

The Recreation Division makes it a point to see that volunteers receive public acknowledgement (through newspapers and other mediums) for their activities. Each year all supervisors and those volunteers in charge of recreation groups send to the office a list of the names and addresses of individuals who are to receive "thank-you" letters. The list is kept on file at the office, and the Recreation Division always feels free to call on these individuals for their volunteer service.

### More Playgrounds for New York City

*(Continued from page 505)*

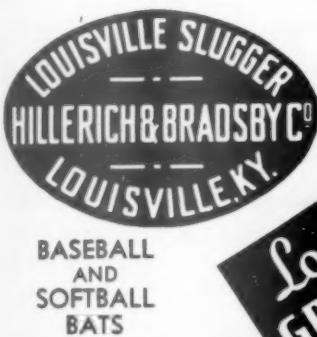
WPA from plans prepared by the Department of Parks.

An interesting recreational development is under way in the improvement to half of the 26-acre outdoor recreation area facing the Queensbridge Housing Project, overlooking the East River in Queens, New York. The Work Projects Admin-

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istration, which is doing the work, hopes to turn this \$858,000 project over to the Park Department sometime in the spring. The area will serve not only the 3,149 low-income families living in the Housing Project, but the near-by resident industrial workers in this locality of more than eleven thousand people.

At the southern end of the main section a large area has been graded and seeded, and will be further developed at a later date. Midway a concession building occupies a plot 48 by 75 feet, with accommodations for light lunches and refreshments and rooms for storage purposes. An athletic field containing four softball diamonds convertible into a football field is progressing along the north side of the concession structure.

Concrete steps have been constructed which lead from the recreation area to a new promenade, commanding an excellent view of the Manhattan skyline. The promenade is 1,340 feet long and extends along the entire water front of the new Queens recreation site. The west side of the field features a good sized sand pit located in the center of a semi-circular walk, and a large lawn area

around which a combined bicycle and roller skating track has been developed.

The second smaller part of the project is being laid out under the protected concrete approaches of the bridge, extending from Vernon Boulevard to 21st Street. Here running east and west will be a children's area with a large wading pool convertible into a volleyball court, kindergarten swings, slides, seesaws, and a sand pit. A comfort station has been erected in this section and west of this building will be located another adult section with eight swings, two basketball courts, a pipe frame exercise unit, two volleyball courts, and six handball courts.

The east end will contain eight shuffleboard courts, four badminton, and eleven horseshoe pitching courts. Operations include the construction of a one story building for the Department of Public Works which will operate a storage yard bordering on the recreation area.

Of the \$858,215 to be spent on the project, the New York City Park Department as sponsor is contributing \$357,000 for materials and equipment.

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**Museum Opened at  
 Cheesquake Park**

A NEW MUSEUM, completed and ready for use, awaits the nature study groups who use Cheesquake State Park, New Jersey's new recreation spot near Perth Amboy and Raritan Bay, as a site for their explorations and surveys. The building, erected by WPA crews, is in a large tract set aside for nature lovers and affords complete facilities for study, lectures and classroom work.

Inside, a beautiful peanut-brittle stone double fireplace opens on both the main lecture room and a large classroom. In addition, a furnace will be installed in the basement before the building is formally turned over to the state, so that the structure can be used by nature groups in the winter.

Botanists and ornithologists have made wide use of the park because, situated as it is on a wooded and secluded upland, it includes a great deal of the flora and fauna of the state. Naturalists are enthusiastic about the park because of its location along the terminal moraine, the narrow strip left in the wake of the glaciers, and which extends from Perth Amboy into Pennsylvania. It is regarded more or less as the boundary line between northern and southern hardwood trees, both of which are found in Cheesquake Park.

Four botanical surveys, under the direction of Dr. John A. Small of Rutgers University have been made within the park.

Total area of the park at present is about 1,000 acres, but it is planned to triple this area eventually. When the park opened last year, WPA workers had prepared about 300 acres for the use of visitors. Since then, another section of 450 acres has been completed. Five miles of road and twenty miles of trail have been completed by WPA workers, with large auto parking spaces and picnic grounds, open-air fireplaces with tables and benches and shelters with the same equipment for use in case of rain.

A ten-acre lake, formed by damming streams in the vicinity will provide boating and bathing facilities. A 600-foot earthen dam is being constructed, and the muck in a lowland area is being dredged out for the lake bed. Dredging and dam will be completed before winter, and it is hoped that the lake may be used for skating this winter.

The western edge of the lake will be filled with

sand, to make a beach 1,000 feet long. It will slope from the wooded shore to a maximum depth of six feet. The rest of the lake will be four feet deep, and dotted with small islands.

Since the opening last year WPA workmen have oiled the roads, and the popularity of the park is attested to by the fact that more than 600 cars have been parked within it on recent Sundays. Entrances to the park are on Route 9 at Cheesquake and on the county road that joins Route 35 at Laurence Harbor.

### More About Recreation for Men in Uniform

(Continued from page 509)

training school, and the community center is now serving as headquarters for the program. Activities consisting of softball, volleyball, tennis, ping-pong, badminton, horseshoe pitching, croquet, basketball, baseball, and table games are available to the men in uniform. Dances are held every other week, with WPA bands furnishing the music. The Y.W.C.A., Catholic Community Center, and the sororities of Toledo University have been asked to cooperate in the promotion of the dances.

### Katchina Dolls

(Continued from page 491)

habits of Indian crafts, and Katchina characters are a favorite subject because they are so colorful and symbolize the Indian's religion.

The libraries should have colored plates from various collections recently published in books and magazines. The Library of Congress should also be helpful in supplying information about the Hopi Tribe.

### Colored Citizens Present Music Festivals

(Continued from page 512)

Wide Music Committee of Dixwell House sponsored a folk dance festival in which over one hundred of New Haven's colored citizens participated. The plan for financing the festival, which was observed at the Troop Junior High School, involved the securing of patrons at \$1.00 each. A patron was entitled to two reserved seats. General admission for adults was 25 cents plus a coupon distributed free; for children the charge was 15 cents and a coupon.

Dr. Clarence Cameron White, who directed the Cincinnati festival, was in charge of the music

## The Christmas Book

Delightful illustrations, practical directions for making Christmas decorations, a children's party, a Christmas music quiz, echoes of Christmas customs throughout the world, Christmas caroling, and timely articles on other phases of Christmas celebrations will be found in this new booklet.

*The Christmas Book* will be ready for distribution the middle of November. Order your copy now.

Price \$50

National Recreation Association

315 Fourth Avenue

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institute in New Haven which culminated in the festival.

### Seattle Swingsters

(Continued from page 510)

important in making these "swing and rhythm" classes the most popular of all physical education activities. And these well-attended sessions have helped to solve many social problems as well as to increase the parents' interest in school programs.

During the first semester a Junior Golf Association chapter was organized and the Park Board issued a membership card with playing privileges on any of the three municipal courses at a fifteen cent fee. These cards are good four times a week and are also accepted by many of the semi-private clubs. Playing clubs are checked out at school much as library books would be handled and many courses make no charge for the use of clubs if the cards are presented. The student who signs the card accepts the golf code and pledges his co-operation.

The Stadium Driving Range located near the University of Washington campus has also set up a special low student fee for use of balls and is furnishing clubs free to holders of Junior Asso-

ciation cards.

From results obtained thus far, city leaders expect some potential "greats" to develop. Many students are discovering a natural coordination in this game which they never realized could be such fun until the opportunity was presented for expert advise at no expense. Students and coaches have both adopted the motto of the Junior Development Program, "Don't plant the seed unless you are prepared to help it grow."

Outside class work was stressed during the spring semester and competition set up in each school to determine several "bests"—best putter, best on rules and golf etiquette, longest driver, most accurate with approach from a set distance to the green, and best swinger.

No student is forced to take golf since the true benefits can be derived only through a desire to accomplish an end, especially in a game where patience is such an important factor. Yet so many have registered for these physical education classes in the high schools that juniors and seniors have been given priority. Each class ranges in size from thirty to forty-five. In addition to learning the fundamentals of a proper swing, the students are taught to analyze their own as well as others' technique. This comes after they have absorbed enough instruction to insure confidence in their ability.

The press, radio, and community papers have done much in promoting golf in the schools. Many articles, pictures and special features have acquainted the public with the progress that has been and is being made through the cooperation of the entire community.

The efforts of school and park people in setting up this city-wide program have been well repaid by the enthusiasm of the younger generation, who are keen in their desire to learn. In vacant lots, parking strips and backyards, boys and girls can be seen practicing their strokes for the game that is turning Seattle into a "city of swing."

### The Indian Give Away

(Continued from page 492)

diameter. The ends were covered with chamois laced on in true Indian fashion. Designs with green ink and a short thong completed them.

The favorite articles were Indian dolls. A doll four inches tall was cut from fairly stiff leather. Dark brown felt braids were held in place by a bright felt headdress with seed beads and a felt feather. The blanket, too, was made of felt with

designs appliqued on it, and with the ends fringed. It was wrapped and sewed around the body. When the features had been tooled and several strings of beads added, it was attached to a short thong.

Small chamois moccasins, made over a true moccasin pattern, were laced, beaded, and attached to a thong so they could be hung on the charm string. Beaded turtles were made from two pieces of chamois. The top was beaded. More beads formed the head and tail. Leather quivers, one and one-half inches long, were filled with arrows and added to the string. Indian pennies were brought from their hoarding places. With holes drilled in them, they were used for bangles and bracelets. Felt books only one inch long had pages of white paper in them for autographs.

There were some things which were not of the Indian theme but were wholly suitable because they were worthy to be symbols of friendship. Doll tennis players were made from pipe cleaners and dressed in woolen yarn. The bugler received a metal tie clasp made in the form of his instrument.

At Camp Sequoyah, where only adults took part, the gifts were somewhat different because of lack of time, but each had a special meaning. Some of these may be seen on the pictured charm string. The elephant bell, the stirrup from the equitation teacher, the cross from the camp doctor, and bells that were too large to hang on the string, all were acceptable gifts. A piece of true North Carolina jewelry in the dogwood pattern was used as a pledge of friendship. It is easy to see how varied the gifts might be.

The next day the rush in the craft shop was met by supplying each camper with a bright cord to string his trophies. The last days of camp saw many additional pieces on these charm strings which were cherished possessions of the fifty or sixty campers who had a lot of fun making crafts to meet a need that was created by their entire program.

While the Indian ceremony and Give Away dance are especially well adapted to a camp situation, they can be used in a recreation room or a playground. They would fit in well in school with the art department and the history or geography group doing the research. The music and dance steps would fall to the music class.

Like most craft projects to which everyone makes a contribution, the Indian Give Away had so many creators that this write-up is really a reporter's story of some up-to-the-minute news from a North Carolina and a Pennsylvania craft shop.

## New Publications in the Leisure Time Field

### The Boys' Book of Model Aeroplanes

By Francis A. Collins. D. Appleton-Century Company, New York. \$2.00.

THE FOURTH revised edition of this book, first issued in 1911, brings the material up to date in accordance with latest developments in the designing and construction of model airplanes. Much new material has been added, and a great deal of the earlier data has been rewritten in the light of progress made in aeronautics. The volume includes about sixty photographs and drawings.

### One Act Trips Abroad

By Alice White and Janet Tobitt. E. P. Dutton and Company, Inc., New York. \$1.50.

THE AUTHORS of *Dramatized Ballads* and *The Saucy Sailor and Other Dramatized Ballads* have given us a group of one act plays based on historical events and legends ranging from "Bonnie Prince Charlie" to a humorous Czechoslovakian legend and a colorful Mexican play. Recreation workers in search of material with which to enrich their drama programs will find much in this book.

### One Hundred Non-Royalty Radio Plays

Compiled by William Kozlenko. Greenberg: Publisher, New York. \$4.25.

HERE ARE FIFTEEN and thirty minute tested scripts for the use of radio clubs, educational institutions, radio workshops, camps, and recreation groups anxious to secure the best available in broadcast material without the payment of royalties. The collection includes comedies, dramas, fantasies, poetic, historical and holiday plays, and plays based on bibliography, science, and literature.

### How to Teach Children Music

By Ethelyn Lenore Stinson, Mus. B. Harper & Brothers, New York. \$1.50.

MISS STINSON, head of the Music Department of The Woods Schools, Langhorne, Pennsylvania, in this book suggests some of the methods she has found helpful in awakening in young people a natural love and appreciation for rhythm and melody. Numerous case records are cited which show the value of music in the lives of children.

### Cook It Outdoors

By James Beard. M. Barrows and Company, New York. \$1.75.

THIS BOOK is the answer to "the colossal appetites that develop in spring, summer, or when active sports and the urge to live in the open air are paramount ideas in every man's head." There are new ideas for the barbecue

pit, for portable stoves, and for the equipment of the outdoor kitchen. And, best of all, there are many delectable recipes.

### The Modern Choral Hour

Compiled by Harry Robert Wilson and Van A. Christy. Hall & McCreary Company: Publisher, Chicago. 1 to 3 copies 40¢ each; 4 to 49 copies 36¢ each; 50 or more 32¢ each.

A COLLECTION OF CHORAL MATERIAL, which though for the most part is quite distinguished and very worthwhile, certainly is within comfortable reach of amateur groups of young people or adults. It contains two-part songs, some of these for soprano and baritone; 30 three-part songs, of which five are for soprano, alto and tenor, and the rest for soprano, alto, and baritone; and 5 four-part songs. There are also seven rounds and five canons. It is a very useful and welcome book.

### Games and Dances for Exercise and Recreation

By William A. Stecher and Grover W. Mueller. Theodore Presser Company, Philadelphia. \$3.00.

THE FIRST EDITION of *Games and Dances* published in 1926 contained 165 pages. This, the fifth edition, has over 400 pages. Many new games have been added, all of which have been tried out under exacting conditions. In addition to games and dances, there are demonstration numbers, track and field events and related activities, competitive mass athletics, achievement standards, and complete directions for a pageant—the revival of the play spirit in America.

### A Good Time at Your Party

By Helen Stevens Fisher. M. S. Mill Company, Inc., New York. \$2.00.

HERE ARE PARTY PLANS and games for all occasions. There are suggestions for appropriate parties for every month of the year, and there are a number of miscellaneous parties in this new book on social recreation. A final section of 85 pages is devoted to a description of social games of every type from mixers to pencil and paper games, charades, pantomimes, and conundrums. The volume should prove a true friend to the social recreation leader.

### The Education of Free Men in American Democracy

Educational Policies Commission. National Education Association of the United States, 1201 Sixteenth Street, Northwest, Washington, D. C. \$50.

DEMOCRACY is of the essence of recreation, is more important here perhaps than any other field. The "emphasis on the individual human being as of surpassing worth" is central to recreation. *The Education of Free*

*Men in American Democracy* was unanimously approved for publication by the Educational Policies Commission. It is challenging to recreation leaders as well as to educators. If democracy is to be taken for granted in the recreation movement, if the recreation movement is to be built on this as one of the foundation stones—then it is important that recreation leaders understand more about what is involved in democracy.

#### How to Make Your Own Furniture.

By Eugene O'Hare. Harper & Brothers, New York. \$2.50.

With the help of this book it will be possible for a beginner in woodworking to build nine useful pieces of furniture with only seventeen simple hand tools. The book discusses the design elements involved in each piece, shows how to adapt these elements to the design of other pieces, and offers useful information on how to purchase and use tools and lumber.

#### Report of Third National Conference on the College Training of Recreation Leaders.

Edited by Virgil Dahl. New York University, New York. \$50.

On January 15, 16, 17 and 18, 1941, New York University was host to delegates to the Third National Conference on the College Training of Recreation Leaders. The proceedings of the Conference are now available from the New York University Book Store, Washington Square, New York. Individuals and groups interested in training for recreation leadership will want to avail themselves of the opportunity to secure this report.

#### Group Work and Case Work—Their Relationship and Practice.

By Gertrude Wilson. Family Welfare Association of America, 122 East 22nd Street, New York. \$85.

Miss Wilson has made a valuable contribution in her clear analysis of the functions of case work and group work and their relationships, and in her presentation of the problems and misunderstandings which have arisen. In clarifying the situation, she points out, interpretation is of fundamental importance, and her outstanding conclusion is "the need of knowledge and understanding by each worker of the concepts and practice of the other's field." This basic thought is developed throughout the booklet which, with its interesting illustrative material and concise exposition, presents effectively the processes of group experience through which the individual may be helped to find satisfactions and personal development, as well as the opportunity to contribute to the group of which he is a member.

#### New Forest Frontiers.

Miscellaneous Publication No. 414. U. S. Department of Agriculture. Superintendent of Documents, Washington, D. C. \$30.

An attractive book which presents chiefly through the medium of pictures the importance of our forest resources to our industrial and social life and the necessity for preserving these vast resources for jobs, permanent communities, and a stronger nation.

#### Art Without Frames.

Art Education Department, Pratt Institute. Related Arts Service, 511 Fifth Avenue, New York. \$10.

A very effective pamphlet which stresses the importance of art in everyday life—in education, in dress, in the home, in industry, and in the community. It discards the old idea that art can exist only within frames in galleries and museums, and emphasizes the role it plays in the activities of the average man, woman, and child.

#### Linoleum Plaque Carving.

Boy Scouts of America, 2 Park Avenue, New York. \$25.

Instructions are given for mastering this popular form of carving, and suggestions are offered for tools and equipment. The greater part of the booklet, however, is devoted to the reproduction of Merit Badge, Scout and Cub insignia designs appropriate for carving linoleum plaques.

#### Chicago Civic Directory 1940.

To Organizations Giving Public Service. Obtainable from Municipal Reference Librarian, City Hall, Chicago, Illinois. \$1.00.

This directory has been prepared for the use of public administrators and officers of semi-public agencies in Chicago, primarily for those concerned with recreation, education, and public service. Part I deals with city-wide groups; Part II with local groups in each of the seventy-five communities within the city. A wide range of interests are included—covering civic and service organizations, business and improvement, cultural and professional, educational, recreational, governmental, racial, patriotic and military, welfare, and youth organizations.

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